

Kennedy, H.U. An Evaluation of Ten Standard Achievement Tests in Reading with D. C. Heath  
Basic Readers.

1948

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AN EVALUATION OF TEN STANDARD  
ACHIEVEMENT TESTS IN READING WITH  
THE D. C. HEATH BASIC READERS



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Thesis

AN EVALUATION OF TEN STANDARD ACHIEVEMENT TESTS  
IN READING IN COMPARISON WITH  
THE D. C. HEATH BASIC READERS

Submitted by

Helen Ursula Kennedy

(B. S. in Education, Framingham State Teachers' College, 1941)

In partial fulfillment of the requirements for the degree of  
Master of Education

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#### ACKNOWLEDGEMENTS

First Reader: Dr. Helen Murphy, Associate Professor

Second Reader: Dr. Donald B. Durrell, Dean, School of Education

Third Reader: Dr. Helen Sullivan, Professor

directing this study.

Also, the writer wishes to acknowledge

the efforts of Miss Meredith Drew

for typing and mimeographing the

numerous tests.



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1. Published by S. J. Heath Company, Boston, 1947.

2. Good, C. F., Editor, Dictionary of Education, New York: McGraw-Hill Book Company, Inc., 1946, p. 829.



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## INTRODUCTION

The purpose of this study is to compare the vocabulary of ten currently used Standard Achievement Tests in reading, published between the years 1926 and 1947, with the vocabulary of the Reading for Interest Series,<sup>1</sup> from the pre-primer level through the second reader to determine:

1. What percentage of words in each test are included in this basal system.
2. What percentage of the basal vocabulary in this system is tested.

### Definition of Terms:

Basal Reader. "A textbook, usually part of a graded series, used for instruction in reading; there are four types: literary, story, factual and learn to study."<sup>2</sup>

Standardized Achievement Tests. "A test is standardized when (1) it is composed of exercises which have been selected in the light of current teaching emphasis and curricular content, when (2) these exercises have been statistically evaluated as to innate difficulty, and

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1. Published by D. C. Heath Company, Boston, 1947.

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1. Published by T. C. Heath Company, Boston, 1947.  
 2. Good, G. V., Editor, Dictionary of Education, New York: McGraw-Hill Book Company, Inc., 1945, p. 323.

when (3) the test itself is accompanied by norms permitting the interpreting of the results of pupil reactions to the test in terms of levels of accomplishment."<sup>1</sup>

Standardization. "The process of constructing a test and establishing norms for it."<sup>2</sup>

Norms. "The median or average performances on standardized tests of pupils of different ages or grade placement, as determined by the testing of large numbers of pupils."<sup>3</sup>

Validity. "The degree to which a test measures what it purports to measure; the major criterion of a good examination."<sup>4</sup>

Reliability. "The degree to which a test measures what it does measure; consistency of measurement; a major criterion of a good examination."<sup>5</sup>

---

1. Green, H. A. and Jorgensen, A. N., Measurement and Evaluation in the Elementary School. New York: Longmans, Green and Company, Inc., 1945, p. 16.

2. Ibid., p. 624.

3. Ibid., p. 620.

4. Ibid., p. 625.

5. Ibid., p. 622.



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2. Ibid., p. 624.

3. Ibid., p. 620.

4. Ibid., p. 625.

5. Ibid., p. 623.

## CHAPTER I

## REVIEW OF LITERATURE

History of the Testing Movement. The fact that individuals differ widely in their capacities and abilities has been recognized for several thousand years, yet relatively little progress in educational testing was made until the opening of the present century. Reverend George Fisher,<sup>1</sup> an English schoolmaster, is credited with devising and using what were probably the first objective measures of achievement, his "scale books" as early as 1864.

In America, Dr. J. M. Rice,<sup>2</sup> is known as the real inventor of the comparative test. In 1894 he developed his idea so effectively that it became the foundation of objective measurement in education. He administered a uniform spelling test to pupils in many school systems and analyzed the results which he reported at the 1897 session of the Department of Superintendence of the National Education Association, declaring that pupils who had studied spelling thirty minutes a day for eight years were not better spellers than pupils who had studied spelling fifteen minutes a day

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1. Chadwick, E. B., "Educational Measurements of Fifty Years Ago", Journal of Educational Research, November, 1913, 4:551-52.

2. Ayres, L. P., "History and Present Status of Educational Measurements". The Measurement of Educational Products. Seventeenth Yearbook of the National Society for the Study of Education, Part II, Public School Publishing Company, Bloomington, Illinois, 1918, 11 p.



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1. Chadwick, J. M., "Educational Measurements of Fifty Years Ago," *Journal of Educational Research*, November, 1913, 4:331-33.  
2. Ayres, J. P., "History and Present Status of Educational Measurements," *The Measurement of Educational Products*, Seventeenth Yearbook of the National Society for the Study of Education, Part II, Public School Publishing Company, Bloomington, Illinois, 1918, 11 p.

for eight years. Although he was bitterly attacked for this "heresy", he continued his work effectively and gradually gained the support of educators.

Thorndike contributed the first book dealing primarily with mental and educational measurements in 1904.<sup>1</sup> This book and his influence on his students resulted in his becoming, more than any other person, responsible for the early development and popularization of standard educational tests.

Cliff W. Stone, a student of Thorndike's, published in 1908<sup>2</sup> his arithmetic reasoning test, the first standardized instrument to appear. In 1909, Thorndike published his "Scale for Handwriting for Children", which was the first standardized achievement scale.<sup>3</sup> Between the years 1909 and 1915, the following tests and scales were published; a series of arithmetic tests by Curtis,<sup>4</sup> a handwriting scale by Ayres,<sup>5</sup>

1. Thorndike, E. L., An Introduction to the Theory of Mental and Social Measurements, New York: Teachers College, Columbia University, 1904.
2. Stone, C. R., Arithmetical Abilities and Some Factors Determining Them, Contributions to Education, No. 19, New York: Teachers College, Columbia University, 1908, 101 p.
3. Thorndike, E. L., "Handwriting", Teachers College Record, March, 1910, 11:83-175.
4. Curtis, S. A., "Measurement of Growth and Efficiency in Arithmetic", Elementary School Teacher, October, 1909, 10:58-75.
5. Ayres, L. P., Scale for Measuring the Quality of Handwriting of School Children, Bulletin E-113, New York: Russell Sage Foundation, 1912, 16 p.



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3. Thorndike, L. L., "Handwriting", Teachers College Record, March, 1910, 11:83-175.

4. Courtis, S. A., "Measurement of Growth and Efficiency in Arithmetic", Elementary School Teacher, October, 1909, 10:53-75.

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an English composition scale by Hillegas,<sup>1</sup> and a spelling scale by Buckingham.<sup>2</sup>

In 1914 Thorndike,<sup>3</sup> with the cooperation of William S. Gray, presented the first rather crude scale for measuring (1) simple, oral reading of matter of fact passages and (2) silent reading, so far as it concerns: the understanding of words singly, and the understanding of sentences and paragraphs. The tests were constructed for use in grades four through ten actually, but could be useful in high school. The following years, 1915 and 1916, brought improved and extended forms of the test.

The first attempt to determine standard scores in the measurable elements of reading was made by Courtis,<sup>4</sup> in 1915.

The year 1915 yielded much in the field of reading, for

1. Hillegas, M. B., A Scale for the Measurement of Quality in English Composition by Young People. New York: Teachers College, Columbia University, 1912, 54 p.
2. Buckingham, B. R., Spelling Ability, Its Measurement and Distribution, Contributions to Education, No. 59. New York: Teachers College, Columbia University, 1913, 117 p.
3. Thorndike, E. L., "The Measurement of Ability in Reading: Preliminary Scales and Tests". Teachers College Record, September, 1914, 15:207-77.
4. Courtis, S. A., "Minimum Standards and Current Practices in Standards in Rates of Reading". Fourteenth Yearbook for the National Society for the Study of Education, Part I, Bloomington, Public School Publishing Company, 1915, p. 44-60.



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2. Buckingham, E. R., Spelling Ability, Its Measurement and Distribution, Contributions to Education, No. 53, New York: Teachers College, Columbia University, 1913, 117 p.
3. Thorndike, E. L., "The Measurement of Ability in Reading: Preliminary Scales and Tests", Teachers College Record, September, 1914, 13:307-77.
4. Courtis, E. A., "Minimum Standards and Current Practices in Standards in Tests of Reading", Psychological Yearbook for the National Society for the Study of Education, Part I, Bloomington, Ind: School Publishing Company, 1915, p. 44-60.

in this year also, Starch<sup>1</sup> reported on a silent reading test which he had built. In this report he related the chief elements of reading as; "(1) the comprehension of the matter read, (2) the speed of reading, and (3) the correctness of the pronunciation." He emphasized the first two as the most important as far as reading was concerned, since we use silent rather than oral reading in practical life.

The wide spread use of "The Kansas Silent Reading Test",<sup>2</sup> published in 1916, was evidence that school men generally felt the need for an instrument for measuring the ability of pupils to read, thus with the increasing demand, "Monroe's Standardized Silent Reading Test"<sup>3</sup> and numerous others were built.

From 1917 on, the development of tests and scales was so phenomenal, that by 1928, two decades after the appearance of the first standardized test, nearly 1300 standardized and semi-standardized tests had been recorded.<sup>4</sup> In 1940 a similar unpublished count exceeded 2600.

---

1. Starch, D., "The Measurement of Efficiency in Reading", Journal of Educational Psychology, January, 1915, 6:1-24.

2. Kelly, F. J., "The Kansas Silent Reading Tests", Journal of Educational Psychology, February, 1916, 7:63-80.

3. Monroe, W. S., "Monroe's Standardized Silent Reading Tests", Journal of Educational Psychology, June, 1918, 9:303-12.

4. Monroe, W. S., et.al., "Research in Educational Measurement", Ten Years of Educational Research, 1918-1927, Bulletin No. 42. Urbana, University of Illinois, Bureau of Educational Research, 1928, p. 83-115.



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1. Starch, L., "The Measurement of Efficiency in Reading," Journal of Educational Psychology, January, 1915, 6:1-24.
2. Kelly, T. J., "The Kansas Silent Reading Tests," Journal of Educational Psychology, February, 1916, 7:83-86.
3. Monroe, W. E., "Monroe's Standardized Silent Reading Tests," Journal of Educational Psychology, June, 1916, 9:703-12.
4. Monroe, W. E., et al., "Research in Educational Measurement," Ten Years of Educational Research, 1915-1925, Bulletin No. 42, Urbana, University of Illinois, Bureau of Educational Research, 1928, p. 83-115.

Development of the Use of Tests. In the beginning, educators opposed the standardized test and ridiculed the testers. However, the growth of standardized testing continued, under the stimulation of at least three early developments:

Numerous important studies made by Max Meyer,<sup>1</sup> Johnson,<sup>2</sup> Starch,<sup>3</sup> Ashbaugh,<sup>4</sup> and Halten,<sup>5</sup> revealed the fact that school marks are highly subjective, and therefore, inaccurate. This accumulation of evidence revealed the need for instruments which would more accurately measure achievement.

The surveys of some of the larger school systems, dissatisfied with conditions, stimulated the construction and use of tests and measurements.

The establishment of research bureaus by some of the larger school systems, state educational institutions, and other groups was very influential in popularizing the use of educational tests. Among the first to establish research bureaus were: Baltimore in 1912, Rochester, New York City, and New Orleans in 1913, Kansas City, Detroit, Schenectady

1. Meyer, M., "The Grading of Students", Science, August 21, 1908, 28:243-250.
2. Johnson, F. W., "A Study of High School Grades", School Review, January, 1911, 19:13-24.
3. Starch, D., "Reliability and Distribution of Grades", Science, October 31, 1913, 38:630-36.
4. Ashbaugh, E. J., "Reducing the Variability in Teachers' Marks", Journal of Educational Research, March, 1928, 9:185-98.
5. Hulten, C. E., "The Personal Element in Teachers' Marks", Journal of Educational Research, June, 1925, 12:49-55.



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3. Starch, D., "Reliability and Distribution of Grades",  
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4. Ashbaugh, E. J., "Reducing the Variability in Teachers'  
Marks", Journal of Educational Research, March, 1928,  
9:182-98.

5. Hatten, C. E., "The Personal Element in Teachers' Marks",  
Journal of Educational Research, June, 1925, 18:42-52.

and Oakland, California in 1914.<sup>1</sup>

Educational periodicals were also influential in the expansion of the testing movement. The Teachers College Record, The Journal of Educational Psychology, School and Society, and The Elementary School Journal all assigned space to articles relating to the construction and use of tests, the statistical methods involved, and related topics. Such articles have been appearing in the above periodicals from as far back as 1915.<sup>2</sup>

Values of Standard Tests. The use of educational tests have proven valuable; in determining and evaluating administrative policies, in providing for individual differences, in remedial teaching, in the promotion of pupils, in the standardization of teachers' marks, in curriculum construction, and in evaluating methods of teaching.

Vocabulary Studies. The extent of one's vocabulary is a large factor in the comprehension scores made in standard reading tests, therefore, tests should be composed largely of words with which an individual is familiar.

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1. Monroe, W. S., et. al., op. cit., p. 83-115.

2. Ibid., p. 83-115.





Ballenger,<sup>1</sup> in 1923, made a study, the purpose of which was to determine how near the vocabulary of some of the more commonly used standard reading tests approach the word knowledge of the child. The Thorndike and Horn lists were used in this study for the purpose of making comparisons between words found in these lists and the words appearing in the tests. For the fourteen tests included in this study, there was a total of 2,039 different words or 12,248 running words. There were 760 different words in the tests which were not included in the first 3,000 words of either the Thorndike or the Horn lists. There proved to be a great variation in the vocabularies of the different tests, with only 11 words common to all 14 tests, 2,039 different words in the tests, and 1,106 more that have appeared only once in the Thorndike or Horn lists.

Stone<sup>2</sup> made a vocabulary study of reading tests offered for use in the first grade and showed that, on the basis of an adequate sampling of words commonly appearing in pre-primers, primers, and first readers, several of the tests are not suitable for that grade.

Dolch<sup>3</sup> emphasizes the need for tests which are con-

1. Ballenger, H. L., "A Comparative Study of the Vocabulary Content of Certain Standard Reading Tests"., Elementary School Journal, March, 1923, 23:522-34.
2. Stone, C. R., "Validity of Tests in Beginning Reading". Elementary School Journal, February, 1943, 43:361-65.
3. Dolch, E. W., "Testing Reading", Elementary School Journal, September, 1933, 34:36-43.



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 2. Stone, C. R., "Validity of Tests in Beginning Reading", Elementary School Journal, February, 1943, 43:261-65.  
 3. Dolch, E. W., "Testing Reading", Elementary School Journal, September, 1933, 34:36-43.

structed from the teacher's point of view. These needs of the teacher will guide the construction of tests that "(1) will test some specific thing (2) which can be taught and (3) which should be taught (4) in a particular grade". The following, he feels, are the specific purposes of the teacher of reading: "(1) the teacher can teach meaning of words, (2) recognition of sight words, (3) sounding-out of new words, (4) fluent reading for story comprehension, (5) careful reading for meaning, and (6) how to study". Profits will be increased for the teacher and pupils who are given this type of test.

Word Lists. "It is important to realize that a child's ability to read, to speak, to write, and to think are inevitably conditioned by his vocabulary---." <sup>1</sup> Due to its importance many studies have been made of speaking, writing and reading vocabularies, the following being some of the more pertinent ones.

One of the most noted vocabulary studies for primary grade level is the Kindergarten Union List, <sup>2</sup> which gives a list of 2,500 words chosen because of the high frequency of

---

1. Rinsland, H. D., A Basic Vocabulary for Elementary School Children. New York: The Macmillan Company, 1945, 636 p.

2. International Kindergarten Union Child Study Committee, A Study of the Vocabulary of Children before Entering the First Grade. Baltimore: The Union, 1928, 36 p.



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their occurrence in a list of 7,000 different words, tabulated from the spoken vocabulary of pre-school children in kindergarten situations, reaction to pictures, and conversation in the home.

Another well known study is that of Madora Smith's<sup>1</sup> made in 1926 on the idle chatter while at play, of eighty three children from two to five years old. The number of words were counted and the frequency of the various parts of speech, yet there was no complete listing of the words. The 67 words with a frequency of more than 100 were given.

The most recent study made on the speaking vocabulary of pre-school children was made in 1947 by Hodgkins.<sup>2</sup> She recorded the spontaneous speaking vocabulary of groups of children from two to five years of age for a period of one year.

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1. Smith, M. E., "An Investigation of the Development of the Sentence and the Extent of Vocabulary in Young Children". Studies in Child Welfare, Vol. III, No. 5, Iowa City: State University of Iowa, May 15, 1926.

2. Hodgkins, A. M. M., The Tabulation of the Spontaneous Speaking Vocabulary of One Hundred Sixty-Two Two-Year Old Children in a Nursery School. Boston; Boston University, (Master's Thesis) 1947, 101 p.



their occurrence in a list of 7,000 different words, tabulated from the spoken vocabulary of pre-school children in kindergarten situations, reaction to pictures, and conversation in the home.

Another well known study is that of Madors Smith's<sup>1</sup> made in 1936 on the idle chatter while at play, of eighty three children from two to five years old. The number of words were counted and the frequency of the various parts of speech, yet there was no complete listing of the words. The 87 words with a frequency of more than 100 were given. The most recent study made on the speaking vocabulary of pre-school children was made in 1947 by Hodgkins.<sup>2</sup> She recorded the spontaneous speaking vocabulary of groups of children from two to five years of age for a period of one year.

1. Smith, M. E., "An Investigation of the Development of the Sentence and the Extent of Vocabulary in Young Children", *Studies in Child Welfare*, Vol. III, No. 5, Iowa City: State University of Iowa, May 1936.

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The following investigations have been made from the point of view of a reading vocabulary. The most significant of these studies was made by Thorndike.<sup>1</sup> He counted the separate frequencies found in over 10,000,000 running words and listed in frequency order the 20,000 words most frequently found in English reading material.

Gates,<sup>2</sup> in 1935, listed the 1500 word vocabulary which he considered basic for children's reading. These 1500 words were selected from 4300 words most frequently found and are listed in order of importance. His selection was not based on his judgment alone, but was aided by a number of experts.

A vocabulary study by Stone<sup>3</sup> of 21 pre-primers, primers, first readers, second readers, and third readers published between 1930-1941, resulted in the formulation of an up-to-date graded vocabulary in primary grade reading. The 107 readers contained 5,314 different words, only 2,164 of which appeared in sufficient number to justify their inclusion in the graded vocabulary.

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1. Thorndike, E. L., A Teacher's Word Book of 20,000 Words. New York: Bureau of Publications, Teacher's College, Columbia University, 1931, 134 p.
  2. Gates, A. I., A Reading Vocabulary for the Primary Grades. New York: Bureau of Publications, Teachers College, Columbia University, 1939, 29 p.
  3. Stone, C. R., "A Vocabulary Study Based on 107 Primary-Grade Books", Elementary School Journal, February, 42:452-55.

4. Thorndike, E. L., and Lorge, I. W., A Combined Word List. Harcourt Brace and Company, 1936, 185 p.



The following investigations have been made from the point of view of a reading vocabulary. The most significant of these studies was made by Thorndike.<sup>1</sup> He counted the separate frequencies found in over 10,000,000 running words and listed in frequency order the 30,000 words most frequently found in English reading material.

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1. Thorndike, L. L., A Teacher's Word Book of 30,000 Words. New York: Bureau of Publications, Teachers College, Columbia University, 1921, 134 p.
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The words a child uses in writing is a part of the problem of which words he should be taught, hence an account of the following investigations. One of the earliest investigations was made by Jones<sup>1</sup> in 1915. One thousand and fifty (1,050) pupils in grades two to eight were asked to write successive themes until no new words were discovered in the last theme of any one pupil. He reported 15,000,000 running words, 4532 words used by two or more per cent of the pupils. On this basis he listed words most useful for writing with some amount of grade distribution.

Ernest Horn's<sup>2</sup> investigations have been most significant among studies intended to point out the words most useful for writing and spelling. In 1919 he combined the words of all correspondence studies made up to this time and as new ones were made they were added to this compilation. Investigations employed over 5,000,000 running words, over 36,000 different word forms. From this list he selected 10,005 words he found to be most significant.

Buckingham and Dolch<sup>3</sup> report an attempt to combine a number of different types of studies. This list is based on

1. Jones, W. F., Concrete Investigations of the Material of English and Spelling. University of South Dakota, December, 1913, 31 p.
2. Horn, E., A Basic Writing Vocabulary. Iowa, College of Education, State University of Iowa, April 1, 1926, 225 p.
3. Buckingham, B. R. and Dolch, E. W., A Combined Word List. Boston: Ginn and Company, 1936, 185 p.



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a free association study and on other important studies of speaking, writing, and reading vocabularies. After each word the rating is given by the compilers or by the authors of the studies.

Vocabulary Studies of Primary Reading Books. The vocabularies of readers have been studied more widely than those of most any other subject. This is doubtless due to the extreme importance of vocabulary problems during the early stages in learning to read.

#### Pre-Primer

Attempts to develop a core vocabulary for pre-primer reading show significantly varying results. In the first study of this type Gross<sup>1</sup> tabulated the words from ten pre-primers published between 1927 and 1932, and found that in a total of 8,831 words there were 393 different words. In the 393 words 238 appeared four or more times in the total count.

A study involving fifteen pre-primers was reported in 1937, by Hayward and Ordway.<sup>2</sup> They recorded 350 different words, 43 less than the number recorded by Gross in her

1. Gross, A. E., "A Pre-Primer Vocabulary Study", Elementary School Journal, September, 1934, 35:48-56.

2. Hayward, G. W. and Ordway, N. M., "Vocabularies of Recently Published Preprimers". Elementary School Journal, April, 1937, 37:608-17.





study. This decrease is indicative of a lightening of the vocabulary burden for materials published at this level. Another significant fact resulting from this study is that only three words were used in all fifteen and only eighteen in ten or more books, indicating pronounced variation in the vocabulary at this level.

Curtis<sup>1</sup> studied the vocabularies of ten pre-primers to identify a core vocabulary and to determine the practicability of wide reading among beginners. As a result of the study he identified a list of 72 words of high functional value.

Langston<sup>2</sup> made an analysis of 10 pre-primer programs, 12 pre-primer books, published between 1931 and 1940 and not included in the Gross or Curtis study. The total number of running words was 10,749 while the total number of different words was 306.

Mabel Rudisill<sup>3</sup> in 1938 reported a study which she made of 26 pre-primers and 17 primers. She found that both pre-primers and primers vary widely with respect to the total number of different words and the number of words with fewer than four presentations. The variation in the number of

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1. Curtis, H. A., "Wide Reading for Beginners", Journal of Educational Research, December, 1938, 32:255-262.

2. Langston, op.cit., 41:766-773.

3. Rudisill, M., "Selection of Preprimers and Primers - A Vocabulary Analysis, I", Elementary School Journal, May, 1938, 38:683-93.



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1. Curtis, H. A., "Wide Reading for Beginners", Journal of Educational Research, December, 1939, 32:225-232.

2. Langston, op.cit., 41:768-775.

3. Rudisill, W., "Selection of Preprimers and Primers - A Vocabulary Analysis, I", Elementary School Journal, May, 1938, 38:383-39.

different words is from 36 to 249 in pre-primers and 200 to 429 in primers. Among words with fewer than four presentations the variation is from 0 to 160 in pre-primers and 0 to 184 in primers. The sequence, therefore, in which these books are read is an important factor in determining a child's progress in beginning reading.

Primers. One of the earliest studies to be reported on vocabulary at this level was reported by Selke and Selke<sup>1</sup> in 1922. In the twelve books analyzed, 636 different words were found with only 38 being common to all twelve books, while 783 words appeared in only one book. The number of different words in the separate books varied from 157 to 630.

In 1927 Rankin<sup>2</sup> made a study of three primers and found a great variation in the rate at which new words were introduced, and in the amount of repetition and drill provided in the primers. He also stated that there was "little uniformity of plan as to the manipulation of the vocabularies of the three primers".

Harring<sup>3</sup> had in mind the problem of desirable primer

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1. Selke, E. and Selke, G. A., "A Study of the Vocabularies of Beginning Books in Twelve Reading Methods", Elementary School Journal, June, 1922, 22:745-49.
  2. Rankin, M. I., "A Study of the Recurrence of Words in Certain Primers", Elementary School Journal, December, 1927, 28:278-85.
  3. Harring, S., "What Primer Shall I Use Next?", Elementary School Journal, September, 1930, 31:52-60.



different words is from 26 to 249 in pre-primers and 200 to 429 in primers. Among words with fewer than four presentations the variation is from 0 to 180 in pre-primers and 0 to 184 in primers. The sequence, therefore, in which these books are read is an important factor in determining a child's progress in beginning reading.

Primers. One of the earliest studies to be reported on vocabulary at this level was reported by Selke and Selke<sup>1</sup> in 1922. In the twelve books analyzed, 630 different words were found with only 28 being common to all twelve books, while 483 words appeared in only one book. The number of different words in the separate books varied from 127 to 630. In 1927 Hankin<sup>2</sup> made a study of three primers and found a great variation in the rate at which new words were introduced, and in the amount of repetition and drill provided in the primers. He also stated that there was "little uniformity of plan as to the manipulation of the vocabularies of the three primers". Hartung<sup>3</sup> had in mind the problem of desirable primer

1. Selke, E. and Selke, C. A., "A Study of the Vocabularies of Beginning Books in Twelve Reading Methods", Elementary School Journal, June, 1922, 22:743-49.

2. Hankin, E. T., "A Study of the Recurrence of Words in Certain Primers", Elementary School Journal, December, 1927, 28:278-82.

3. Hartung, E., "What Primer Shall I Use Next?", Elementary School Journal, September, 1930, 31:22-26.

sequence when he made this study in 1931. He analyzed fifteen primers and found a total of 77,004 running words with 1,260 different words. Only 34 words appeared in all of the books, 538 of them appeared in only one book. Harring showed that by noting the percentage of words used in common among the books examined, a sequence of primers could very definitely be arranged.

First Readers. An elaborate study was made by Wheeler and Howell<sup>1</sup> in 1930 at which time they compared the vocabularies of the primers and first readers of ten series. They found that the ten primers had a total vocabulary of 1,139 words and the first readers a vocabulary of 2,061. The twenty books had a combined vocabulary of 2,219 words. This showed evidence of the trend to reduce the vocabulary burden of first readers.

Hockett and Neeley,<sup>2</sup> investigated twenty-eight first readers published between 1924 and 1930. Their tabulation showed about 2,800 different words, four-fifths as many as were found in Packer's study. About 9,000 words were evident in any chosen reader with about 600 different words. A little

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1. Wheeler, H. E. and Howell, E. A., "A First Grade Vocabulary Study", Elementary School Journal, September, 1930, 31: 52-60.

2. Hockett, J. A. and Neeley, N. G., "Vocabularies of Twenty-Eight First Readers", Elementary School Journal, January, 1937, 37:344-52.





over half the words were repeated more than five times. More than half the words were found in the first 500 words of the Gates list.

Betts<sup>1</sup> examined the vocabularies of 39 recent pre-primers, primers, and first readers. The study showed a surprisingly small number of words common to pre-primers, primers, and first readers. The chief outcome was a "cumulative vocabulary by levels".

Second Readers. Housh<sup>2</sup> back in 1918, counted the words of ten second readers to determine their range and frequency. The number of different words varied from 1,198 to 1,910 in a reader. Only 419 words were common to all ten readers. In agreement with other studies, Housh found a surprisingly large percentage of words in each book were repeated only one, two, or three times.

Stone,<sup>3</sup> in 1935, noted the new words in the second readers of sixteen series. A list of 3,200 different words was made and only 1,276 were found in three or more books.

1. Betts, E. A., "A Study of the Vocabularies of First Grade Basal Readers", The Elementary English Review, February, 1938, 16:65-9.
2. Housh, E. T., "Analysis of the Vocabularies of Ten Second Year Readers". Third Report of the Committee on Economy of Time in Education, Seventeenth Yearbook of the National Society for the Study of Education, Part I. Bloomington: Public School Publishing Company, 1918, p. 40-45.
3. Stone, C. R., "The Second Grade Reading Vocabulary". Elementary School Journal, January, 1935, 35:359-67.





Present Trends in Basal Readers. Gunderson,<sup>1</sup> in 1938, reported the greatest change in primary readers to be in the decrease in the amount of literary or traditional type of material, and an increase in the proportion of realistic stories, including the everyday experiences of children along with informational material. The outstanding growth in the textbook is the increasing importance of social studies material.

Spache,<sup>2</sup> in his study made in 1941, lists three definite trends: (1) an extensive use of color and pictures, (2) lessening the vocabulary burden, and (3) an increase in repetition of the basic vocabulary and greater integration among successive readers.

In Nila B. Smith's<sup>3</sup> opinion basal readers are not essential to the reading program. She believes that with improved materials and better trained teachers, reading would progress effectually through functional activities.

Thorndike<sup>4</sup> is opposed to the use of a single set of readers as an adequate means of teaching reading, for he

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1. Gunderson, A. G., "Types of Reading Matter Contained in Readers Published Over a Period of Twenty Years", Educational Method, February, 1938, 17:226-30.
  2. Spache, G., "New Trends in Primary Grade Readers", Elementary School Journal, December, 1941, 42:283-90.
  3. Smith, N. B., Historical Analysis of American Reading Instruction. Boston: Silver Burdett, 1934, p. 298.
  4. Thorndike, E. L., "Improving the Ability to Read". Teachers College Record, October, 1934, p. 1-19.





says, "Unless some genius invents systematic exercises which will give fluent mastery of the mechanics of reading, extend word knowledge, give familiarity with the common constructions, and idioms, and teach pupils to handle large units (so far as their native ability permits), the school must rely on a large supply of supplementary reading, interesting in content and easily understood". Thorndike emphasized the importance of interest, from the pupils point of view, in reading material.

This research indicates that standard tests are regarded by educators in general as valuable educational instruments, that there is a wide variation in the content of basal readers and that there is a need for close correlation between the two. This study then, is an attempt to evaluate ten standard achievement tests in reading with the D. C. Heath Basic Readers.





## CHAPTER II

### PLAN OF STUDY

The purpose of this study is to compare the vocabulary of ten of the most currently used standard achievement tests in reading with the vocabulary of the D. C. Heath Basal Reading Series from the pre-primer level through the second reader to determine:

1. What percentage of words in each test are included in this basal system.
2. How well the tests sample the vocabulary.

The ten tests selected are currently used in the schools of Massachusetts. Their most recent forms were chosen for the comparison, namely:

American School Achievement Test (Grade I and II)

Forms: IA, IB, IIA, IIB, IIC

Public School Publishing Company

Copyright 1941-1942

Detroit Reading Test (Grade II)

Forms: A and B

World Book Company

Copyright 1927

Detroit Word Recognition Test (Grade I)

Forms: A, B, C, and D

World Book Company

Copyright 1925





## Gates Primary Reading Test

Forms: 1, 2, and 3

Bureau of Publications, Teachers' College,  
Columbia University

Copyright 1942

Lee-Clark Reading Test (Grade I and II)

Forms: Primer A)  
          ) Grade I  
       Primer B)

First Reader A) ) Grade II  
First Reader B)

California Test Bureau

Copyright 1943

## Los Angeles Word Recognition Test (Grades I and II)

Forms: 1 and 2

California Test Bureau

Copyright 1926

## Metropolitan Achievement Test (Grade I and II)

Forms: IR, IS, IIR, IIS

World Book Company

Copyright 1946-1947

## Reilley Primary Reading Test (Grade I)

Forms: A and B

Houghton Mifflin Company

Copyright 1940





### Unit Scales of Attainment (Grades I and II)

Forms:	Primer	First Half	A
	Primer	First Half	B
	Grade I	Last Half	A
	Grade I	Last Half	B
	Grade II	First Half	A
	Grade II	First Half	B
	Grade II	Last Half	A
	Grade II	Last Half	B

Educational Test Bureau, Minneapolis, Minnesota

Copyright 1933

The D. C. Heath Basic Readers used included:

#### Pre-primers:

Ned and Nancy  
 Bigger and Bigger  
 Little Lost Dog  
 Molly, Pete, and Ginger

#### Primers:

A Home for Sandy  
 Rain and Shine

#### First Reader:

Something Different

#### Second Reader:

Lost and Found





The new words included in each book were listed in the back of the book in the order of pages on which they appeared. Varying forms of the same word were considered as new words. The writer listed these words alphabetically in this way: a sheet of paper was divided into sections and each section was assigned a letter in alphabetical order. Then each new word in the list was transcribed in the proper section according to its first letter. As each word was transcribed, it was crossed off the book list, so as to avoid the possibility of duplication. This also assured all the words being accounted for. Books on the same reading level were treated as one book in compiling the alphabetical list. This process was repeated for each level.

The words in the tests were alphabetized by a group of five persons working in cooperation for the purpose of economy of time. Each person was responsible for the alphabetizing of two tests. The writer, in doing her lists, went through each entire test and listed each different word and then proceeded to alphabetize them by the same procedure as was employed in the alphabetizing of the books.

The data has been analyzed and presented in the following chapter.





## CHAPTER III

## ANALYSIS OF DATA

The data was analyzed to determine:

1. What percentage of words in each test are included in the Reading for Interest Series.
2. What percentage of the basal vocabulary in this system is tested by each test.

Table I shows the number of words in each test form for each level of reading, from the preprimer through the second reader.

Test	Form	Pre-Primer	Primer	First Reader	Second Reader
American School Achievement	1	41	45	27	23
	2	42	45	27	21
Detroit Word Recognition	A	18	17	8	
	B	20	18	7	
	C	17	18	9	
	D	18	16	7	
Detroit Reading	1	47	26	17	10
Gates Primary	1	55	55	34	41
	2	55	45	34	45
	3	51	38	32	44
Lee-Clark Reading Primer	A	33	18		
	B	35	18		
Lee-Clark Reading Primer	1	23	11	9	17
	2	27	12	11	17
Metropolitan Achievement	IR	38	31	24	18
	IA	32	34	30	25
	IIB	55	51	37	60
	IIC	55	47	34	52
Neillay Primary	A	49	40	21	
	B	45	32	23	
Ohio Booklet of Achievement					
Gr. I - First Half	A	39	24		
Gr. I - First Half	B	38	21		
Gr. I - Last Half	A	51	30	30	
Gr. I - Last Half	B	47	27	28	
Gr. II - First Half	A	55	54	29	41
Gr. II - First Half	B	51	51	32	42
Gr. II - Last Half	A	52	49	34	43
Gr. II - Last Half	B	52	48	34	43





TABLE I  
NUMBER OF WORDS IN EACH TEST FORM

Test	Form	Pre-Primer	Primer	First Reader	Second Reader
American School Achievement	IA	13	21	16	27
	IB	21	23	20	29
	IIA	54	71	32	60
	IIB	67	82	42	54
	IIC	68	71	31	54
Detroit Reading	A	51	43	27	22
	B	56	45	27	21
Detroit Word Recognition	A	19	17	8	
	B	20	16	7	
	C	17	18	9	
	D	16	14	7	
DeVault Reading	I	43	26	17	10
Gates Primary	1	56	55	34	41
	2	59	48	36	45
	3	51	59	38	44
Lee-Clark Reading					
	Primer A	33	18		
	Primer B	35	18		
	First Reader A	36	31	23	
	First Reader B	36	35	24	
Los Angeles Prim. Word Recognition	1	22	11	9	17
	2	23	13	11	17
Metropolitan Achievement	IR	36	31	24	18
	IS	33	36	26	25
	IIR	65	61	37	60
	IIS	56	57	34	52
Reilley Primary	A	49	46	21	
	B	45	39	33	
Unit Scales of Attainment					
Gr.I -First Half	A	49	54		
Gr.I -First Half	B	38	61		
Gr.I -Last Half	A	51	55	30	
Gr.I -Last Half	B	47	57	28	
Gr.II-First Half	A	56	64	29	41
Gr.II-First Half	B	61	61	32	52
Gr.II-Last Half	A	55	70	24	33
Gr.II-Last Half	B	59	54	27	43





The numbers ranged from 13 to 65 in the preprimer; 11 to 82 in the primer; 7 to 42 in the first reader; and 10 to 60 in the second reader.

Table II shows the number of new words in each book in the basal series and the totals for each level.

TABLE II  
NUMBER OF NEW WORDS IN EACH BASAL READER AND TOTALS

Books	Number of New Words	
Pre-primers -		
Ned and Nancy	22	
Bigger and Bigger	30	
Little Lost Dog	42	
Molly, Pete, and Ginger	17	
		111
Primers -		
A Home for Sandy	100	
Rain and Shine	95	
		195
First Reader -		
Something Different	143	
		143
Second Reader -		
Lost and Found	246	
		246
	Total	695











TABLE III

## NUMBER OF WORDS COMMON TO BASAL READERS AND TESTS

Test	Form	No. of Words	Words from Series	
American School Achieve.	IA	176	77	
	IB	180	93	
	IIA	526	217	
	IIB	552	245	
	IIC	574	224	
Detroit Reading Test	A	219	143	
	B	221	149	
Detroit Word Recognition	A	64	44	
	B	66	43	
	C	69	44	
	D	63	37	
DeVault Reading Test	I	143	96	
Gates Primary Reading	1	373	186	
	2	381	188	
	3	401	192	
Lee-Clark Reading				
	Primer	A	91	51
	Primer	B	91	53
	First Reader	A	211	90
First Reader	B	214	95	
Los Angeles Primary Word Recognition	1	129	59	
	2	127	64	
Metropolitan Reading Achievement	IR	238	109	
	IS	227	120	
	IIR	529	223	
	IIS	530	299	
Reilley Primary	A	278	116	
	B	282	117	
Unit Scales of Attainment				
	Grade I - First Half	A	263	103
	First Half	B	257	99
	Last Half	A	326	136
	Last Half	B	337	132
	Grade II - First Half	A	399	190
	First Half	B	457	206
	Last Half	A	412	182
	Last Half	B	473	183

The numbers ranged from 37 in the Detroit Word Recognition Test to 299 in the Metropolitan Reading Achievement Test.





Table IV shows the percent of test vocabulary which is basal reader vocabulary and is arranged alphabetically by tests.

TABLE IV

PER CENT OF TEST VOCABULARY WHICH IS BASAL READER VOCABULARY  
ARRANGED BY TESTS

Test	Form	Percent
American School Achievement	IA	44
	IB	52
	IIA	41
	IIB	44
	IIC	39
Detroit Reading	A	65
	B	67
Detroit Word Recognition	A	69
	B	65
	C	64
	D	59
DeVault Reading Test	I	67
Gates Primary Reading	1	50
	2	49
	3	48
Lee-Clark Reading	Primer A	56
	Primer B	58
	First Reader A	43
	First Reader B	44
Los Angeles Primary Word Recognition	1	46
	2	50
Metropolitan Achievement	IR	46
	IS	53
	IIR	42
	IIS	56
Reilley Primary Reading	A	42
	B	41
Unit Scales of Attainment		
Grade I - First Half	A	39
	B	39
	A	42
	B	39
Grade II - First Half	A	48
	B	45
	A	44
	B	39



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 basal reader vocabulary and is arranged alphabetically by  
 tests.

TABLE IV  
 PER CENT OF TEST VOCABULARY WHICH IS BASAL READER VOCABULARY  
 ARRANGED BY TESTS

Percent	Test	Score
42	American School Achievement	1A
52		1B
41		11A
44		11B
39		11C
63	Detroit Reading	A
67		B
63	Detroit Word Recognition	A
66		B
64		C
59		D
67	Deviant Reading Test	1
50	Gates Primary Reading	1
49		2
48		3
56	Lee-Clark Reading	A
58	Primer	B
43	First Reader	A
44	First Reader	B
40	Los Angeles Primary Word Recognition	1
50		2
40	Metropolitan Achievement	1A
53		1B
48		11A
56		11B
43	Neiley Primary Reading	A
41		B
39	Half Scale of Attainment	A
39	Grade I - First Half	B
43	Grade I - Last Half	A
39	Grade II - First Half	B
43	Grade II - Last Half	A
44	Grade III - First Half	B
44	Grade III - Last Half	A
39	Grade IV - First Half	B
44	Grade IV - Last Half	A

The percents range from 69 percent in the Detroit Word Recognition Test, Form A, to 39 percent in the following forms of the Unit Scales of Attainment: First Half A and B and Last Half B in grade one and Last Half B in grade two.

Table V shows the percent of test vocabulary arranged by percents in descending order.

Detroit Reading Test - Form A	69
Detroit Reading Test - Form B	69
Detroit Reading Test - Form C	69
Detroit Word Recognition Test - Form A	69
Detroit Word Recognition Test - Form B	69
Detroit Word Recognition Test - Form C	69
Detroit Word Recognition Test - Form D	69
Detroit Word Recognition Test - Form E	69
Low-Clark Reading Test - Primer B	69
Low-Clark Reading Test - Primer A	69
Metropolitan Achievement Test - Form IIB	69
Metropolitan Achievement Test - Form IB	69
American School Achievement Test - Form IB	69
Low-Clark Primary Word Recognition Test - Form B	69
Low-Clark Primary Reading Test - Form A	69
Low-Clark Primary Reading Test - Form B	69
Low-Clark Primary Reading Test - Form C	69
Unit Scales of Attainment - Grade II, First Half A	69
American School Achievement Test - Form IIA	69
American School Achievement Test - Form IIB	69
Low-Clark Reading Test - First Reader A	69
Unit Scales of Attainment - Grade II, Last Half A	69
Low-Clark Reading Test - First Reader A	69
Metropolitan Achievement Test - Form IIB	69
Metropolitan Primary Reading Test - Form A	69
Unit Scales of Attainment - Grade I, First Half A	69
American School Achievement Test - Form IIA	69
Metropolitan Primary Reading Test - Form B	69
Unit Scales of Attainment - Grade I, First Half B	69
Unit Scales of Attainment - Grade I, First Half B	69
Unit Scales of Attainment - Grade I, Last Half B	69
Unit Scales of Attainment - Grade II, Last Half B	69

The Detroit Word Recognition Test has the highest percent of words common, 89; and the Unit Scales of Attainment Forms: First Half A and B and Last Half B for grade one and Last Half B for grade two has the lowest percent, 39.



The percent range from 69 percent in the Detroit Word

Recognition Test, Form A, to 39 percent in the following  
forms of the Unit Scales of Attainment: First Half A and B  
and Last Half B in grade one and Last Half B in grade two.

Table V shows the percent of test vocabulary arranged

by percent in descending order.

TABLE V  
PERCENTS OF VOCABULARY ARRANGED IN DESCENDING ORDER

Tests	Percents
Detroit Word Recognition Test - Form A	69
Detroit Reading Test - Form B	67
DeVault Reading Test - Form I	67
Detroit Reading Test - Form A	65
Detroit Word Recognition Test - Form B	65
Detroit Word Recognition Test - Form C	64
Detroit Word Recognition Test - Form D	59
Lee-Clark Reading Test - Primer B	58
Lee-Clark Reading Test - Primer A	56
Metropolitan Achievement Test - Form IIS	56
Metropolitan Achievement Test - Form IS	53
American School Achievement Test - Form IB	52
Los Angeles Primary Word Recognition Test - Form 2	50
Gates Primary Reading Test - Form 1	50
Gates Primary Reading Test - Form 2	49
Gates Primary Reading Test - Form 3	48
Unit Scales of Attainment - Grade II, First Half A	48
Los Angeles Primary Word Recognition - Form 1	46
Metropolitan Achievement Test - Form IR	46
Unit Scales of Attainment - Grade II, First Half B	45
American School Achievement Test - Form IA	44
American School Achievement Test - Form IIB	44
Lee-Clark Reading Test - First Reader B	44
Unit Scales of Attainment - Grade II, Last Half A	44
Lee-Clark Reading Test - First Reader A	43
Metropolitan Achievement Test - Form IIR	42
Reilley Primary Reading Test - Form A	42
Unit Scales of Attainment - Grade I, First Half A	42
American School Achievement Test - Form IIA	41
Reilley Primary Reading Test - Form B	41
Unit Scales of Attainment - Grade I, First Half A	39
Unit Scales of Attainment - Grade I, First Half B	39
Unit Scales of Attainment - Grade I, Last Half B	39
Unit Scales of Attainment - Grade II, Last Half B	39

The Detroit Word Recognition Test has the highest percent of words common, 69; and the Unit Scales of Attainment Forms: First Half A and B and Last Half B for grade one and Last Half B for grade two has the lowest percent, 39.



TABLE V

PERCENTS OF VOCABULARY ARRANGED IN DESCENDING ORDER

Percent	Tests
89	Detroit Word Recognition Test - Form A
87	Detroit Reading Test - Form B
87	Detroit Reading Test - Form I
86	Detroit Reading Test - Form A
85	Detroit Word Recognition Test - Form B
84	Detroit Word Recognition Test - Form C
83	Detroit Word Recognition Test - Form D
83	Lee-Clark Reading Test - Form B
83	Lee-Clark Reading Test - Form A
82	Metropolitan Achievement Test - Form IIS
82	Metropolitan Achievement Test - Form IS
82	American School Achievement Test - Form IS
80	Los Angeles Primary Word Recognition Test - Form B
80	Gates Primary Reading Test - Form I
49	Gates Primary Reading Test - Form B
48	Gates Primary Reading Test - Form C
48	Unit Scales of Attainment - Grade II, First Half A
48	Los Angeles Primary Word Recognition Test - Form I
48	Metropolitan Achievement Test - Form IIS
47	Unit Scales of Attainment - Grade II, First Half B
46	American School Achievement Test - Form IS
44	American School Achievement Test - Form IIS
44	Lee-Clark Reading Test - First Reader B
44	Unit Scales of Attainment - Grade II, Last Half A
43	Lee-Clark Reading Test - First Reader A
43	Metropolitan Achievement Test - Form IIS
42	Helley Primary Reading Test - Form A
42	Unit Scales of Attainment - Grade I, First Half A
41	American School Achievement Test - Form IIS
41	Helley Primary Reading Test - Form B
39	Unit Scales of Attainment - Grade I, First Half A
39	Unit Scales of Attainment - Grade I, First Half B
39	Unit Scales of Attainment - Grade I, Last Half B
39	Unit Scales of Attainment - Grade II, Last Half B

The Detroit Word Recognition Test has the highest percent of words common, 89; and the Unit Scales of Attainment forms: First Half A and B and Last Half B for grade one and Last Half B for grade two has the lowest percent, 39.

Table VI shows the percent of basal reader vocabulary tested by each form and is arranged alphabetically by tests.

TABLE VI

## PERCENT OF BASAL READER VOCABULARY TESTED - ARRANGED BY TESTS

Test	Form	Percent
American School Achievement	IA	11
	IB	13
	IIA	31
	IIB	35
	IIC	32
Detroit Reading	A	21
	B	21
Detroit Word Recognition	A	10
	B	10
	C	10
	D	8
DeVault Reading	I	14
Gates Primary Reading	1	27
	2	27
	3	28
Lee-Clark Reading	Primer A	17
	Primer B	17
	First Reader A	20
	First Reader B	21
Los Angeles Primary Word Recognition	1	8
	2	9
Metropolitan Achievement	IR	16
	IS	17
	IIR	32
	IIS	29
Reilley Primary Reading	A	26
	B	26
Unit Scales of Attainment		
Grade I - First Half	A	34
	B	32
	A	30
	B	29
Grade II - First Half	A	27
	B	30
	A	26
	B	26



Table VI shows the percent of basal reader vocabulary tested by each form and is arranged alphabetically by tests.

TABLE VI

PERCENT OF BASAL READER VOCABULARY TESTED - ARRANGED BY TESTS

Percent	Form	Test
11	IA	American School Achievement
13	IB	
31	IIA	
32	IIB	
33	IIC	
21	A	Detroit Reading
21	B	
10	A	Detroit Word Recognition
10	B	
10	C	
8	D	
14	I	Ohio Reading
27	I	Ohio Primary Reading
27	S	
28	S	
14	A	Rec-Clark Reading
17	B	
20	A	First Reader
21	B	First Reader
8	I	Los Angeles Primary Word Recognition
9	S	
10	IN	Metropolitan Achievement
14	IS	
32	IIR	
33	IIS	
25	A	Hollis Primary Reading
25	B	
24	A	With Scales of Attainment
25	B	Grade I - First Half
30	A	First Half
29	B	Last Half
27	A	Grade II - First Half
30	B	First Half
28	A	Last Half
28	B	Last Half

Table VI showed that the percents range from the highest, 35 in the American School Achievement Test, Form IIB, to the lowest, 8 percent in both the Detroit Word Recognition Test, Form D and the Los Angeles Primary Word Recognition Test, Form 1.

	Form	Percent
Unit Scales of Attainment		
Grade I, First Half	A	34
Grade I, First Half	B	32
Metropolitan Achievement Test	IIB	32
American School Achievement Test	IIC	32
American School Achievement Test	IIA	31
Unit Scales of Attainment		
Grade I, Last Half	A	30
Unit Scales of Attainment		
Grade II, First Half	B	30
Unit Scales of Attainment		
Grade I, Last Half	B	29
Metropolitan Achievement Test	IIB	29
Cates Primary Reading Test	3	28
Cates Primary Reading Test	2	27
Cates Primary Reading Test	1	27
Unit Scales of Attainment		
Grade II, First Half	A	27

Table VII shows the percent of basal reader vocabulary tested by the various forms of each test. This table is arranged by percents in descending order.

Unit Scales of Attainment		
Grade II, Last Half	A	26
Grade II, Last Half	B	26
Grade II, Last Half	A	26
Willis Primary Reading Test	B	26
Detroit Reading Test	A	21
Detroit Reading Test	B	21
Lee-Clark Reading Test - First Reader	B	21
Lee-Clark Reading Test - First Reader	A	20
Lee-Clark Reading Test - Primer	A	17
Lee-Clark Reading Test - Primer	B	17
Metropolitan Achievement Test	13	17
Metropolitan Achievement Test	1A	16
DeVault Reading Test	7	14
Apples School Achievement Test	13	13
American School Achievement Test	1A	11
Detroit Word Recognition Test	A	10
Detroit Word Recognition Test	B	10
Detroit Word Recognition Test	C	10
Los Angeles Primary Word Recognition Test	2	9
Los Angeles Primary Word Recognition Test	1	8
Detroit Word Recognition Test	D	8



Table VI showed that the percents range from the highest, 55 in the American School Achievement Test, Form III, to the lowest, 8 percent in both the Detroit Word Recognition Test, Form B and the Los Angeles Primary Word Recognition Test, Form I.

Table VII shows the percent of basal reader vocabulary tested by the various forms of each test. This table is arranged by percents in descending order.

TABLE VII  
PERCENT OF BASAL READER VOCABULARY TESTED  
ARRANGED BY PERCENTS

Test	Form	Percent
American School Achievement Test	11B	35
Unit Scales of Attainment		
Grade I, First Half	A	34
Unit Scales of Attainment		
Grade I, First Half	B	32
Metropolitan Achievement Test	IIR	32
American School Achievement Test	IIC	32
American School Achievement Test	IIA	31
Unit Scales of Attainment		
Grade I, Last Half	A	30
Unit Scales of Attainment		
Grade II, First Half	B	30
Unit Scales of Attainment		
Grade I, Last Half	B	29
Metropolitan Achievement Test	IIS	29
Gates Primary Reading Test	3	28
Gates Primary Reading Test	2	27
Gates Primary Reading Test	1	27
Unit Scales of Attainment		
Grade II, First Half	A	27
Unit Scales of Attainment		
Grade II, Last Half	A	26
Unit Scales of Attainment		
Grade II, Last Half	B	26
Reilley Primary Reading Test	A	26
Reilley Primary Reading Test	B	26
Detroit Reading Test	A	21
Detroit Reading Test	B	21
Lee-Clark Reading Test - First Reader	B	21
Lee-Clark Reading Test - First Reader	A	20
Lee-Clark Reading Test - Primer	A	17
Lee-Clark Reading Test - Primer	B	17
Metropolitan Achievement Test	IS	17
Metropolitan Achievement Test	IR	16
DeVault Reading Test	I	14
American School Achievement Test	IB	13
American School Achievement Test	IA	11
Detroit Word Recognition Test	A	10
Detroit Word Recognition Test	B	10
Detroit Word Recognition Test	C	10
Los Angeles Primary Word Recognition Test	2	9
Los Angeles Primary Word Recognition Test	1	8
Detroit Word Recognition Test	D	8



TABLE VII  
PERCENT OF BASIC READER VOCABULARY TESTED  
ARRANGED BY PERCENTS

Test	Form	Percent
Detroit Word Recognition Test	D	8
Los Angeles Primary Word Recognition Test	I	8
Los Angeles Primary Word Recognition Test	S	9
Detroit Word Recognition Test	C	10
Detroit Word Recognition Test	B	10
Detroit Word Recognition Test	A	10
American School Achievement Test	IA	11
Novels Reading Test	IM	12
Novels Reading Test	I	14
Metropolitan Achievement Test	IR	16
Metropolitan Achievement Test	IS	16
Lee-Calk Reading Test - Primer	B	17
Lee-Calk Reading Test - Primer	A	17
Lee-Calk Reading Test - First Reader	A	20
Lee-Calk Reading Test - First Reader	B	21
Detroit Reading Test	B	21
Detroit Reading Test	A	21
Kelley Primary Reading Test	B	26
Kelley Primary Reading Test	A	26
Unit Scales of Attainment	A	26
Grade II, Last Half	A	26
Unit Scales of Attainment	A	26
Grade II, First Half	A	26
Unit Scales of Attainment	A	27
Grade II, First Half	A	27
Unit Scales of Attainment	I	27
Gates Primary Reading Test	I	27
Gates Primary Reading Test	S	27
Gates Primary Reading Test	S	28
Metropolitan Achievement Test	IS	29
Grade I, Last Half	B	29
Unit Scales of Attainment	B	29
Grade II, First Half	B	30
Unit Scales of Attainment	A	30
Grade I, Last Half	A	30
Unit Scales of Attainment	IIA	31
American School Achievement Test	IIA	31
American School Achievement Test	IIC	32
Metropolitan Achievement Test	IIR	32
Grade I, First Half	B	32
Unit Scales of Attainment	A	34
Grade I, First Half	A	34
Unit Scales of Attainment	IIB	35
American School Achievement Test	IIB	35

Table VII shows the American School Achievement Test as being the highest with 35 percent and the Los Angeles Primary Word Recognition Test, Form 1 and the Detroit Word Recognition Test, Form D, being the lowest with 8 percent.

Generalized reading achievement tests. The vocabulary of the tests and the readers were listed and compared. The data was analyzed to find:

1. The percentage of words included in the tests which were in the basal readers.
2. The percentage of basal vocabulary in this system which was tested.

Conclusions. From the analysis of the ten achievement tests in reading, in comparison with the vocabulary of the B. J. Heath Basic Readers, the following conclusions were drawn:

1. The tests vary greatly in the number of words included in the tests, which are words in the basal system.
  - a. The highest percentage of test vocabulary which is basal reader vocabulary is sixty-nine percent in the Detroit Word Recognition Test, Form A.
  - b. The next in order is sixty-seven percent in both the Detroit Reading Test, Form B and the Detroit Reading Test, Form I.



Table VII shows the American School Achievement Test as being the highest with 83 percent and the Los Angeles Primary Word Recognition Test, Form I and the Detroit Word Recognition Test, Form B, being the lowest with 6 percent.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The purpose of this study was to compare the vocabulary of the D. C. Heath Basic Readers with ten widely used standardized reading achievement tests. The vocabulary of the tests and the readers were listed and compared. The data was analyzed to find:

1. The percentage of words included in the tests which were in the basal readers.
2. The percentage of basal vocabulary in this system which was tested.

Conclusions. From the analysis of the ten achievement tests in reading, in comparison with the vocabulary of the D. C. Heath Basic Readers, the following conclusions were drawn:

1. The tests vary greatly in the number of words included in the tests, which are words in the basal system.
  - a. The highest percentage of test vocabulary which is basal reader vocabulary is sixty-nine percent in the Detroit Word Recognition Test, Form A.
  - b. The next in order is sixty-seven percent in both the Detroit Reading Test, Form B and the DeVault Reading Test, Form I.





- c. The lowest percent is thirty-nine in the Unit Scales of Attainment in the following forms, Grade I, First Half A and B and Last Half B, and Grade II, Last Half B.
2. The number of words in the basal system which are tested is generally low.
- a. The highest was thirty-five percent in the American School Achievement Test, Form IIB.
  - b. The lowest was eight percent in both the Los Angeles Primary Word Recognition Test, Form 1 and the Detroit Word Recognition Test, Form D.

Limitations of Study. The limitations of this study included the following:

- 1. Only one form of the DeVault Primary Reading Test was available.
- 2. In the Metropolitan Tests, Form R and S for grades one and two, were the only forms published.





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American School Achievement Primary I-A

age	east	loaf	shake
ago	egg	look	sheep
and		lost	ship
ant	farm	love	shut
any	farmer		sit
	fed	mail	six
banana	feed	might	south
because	feet	milk	speak
become	fell	mitten	spill
began	fix	mix	star
book	flag		start
brown	frog	near	stay
bump	funny	need	stile
		nest	still
cake	game	next	store
calf	gate	night	swing
called	gave		
came	gay	only	table
candle	glad		take
candy	glass	peanut	teach
catch	goat	pear	think
clean	grade	peep	tie
clear		penny	took
cloud	hammer	people	tooth
coat	hand	piano	touch
cold	hear	pie	town
collar	hide	pig	
cook	home	pin	upon
could		please	
cradle	jump	plum	wait
cried	just	pony	wake
crow		poor	walk
crowd	kind	pretty	want
cut	kitten	puppy	watch
		purple	was
dear	lake	push	way
desk	last	pussy	what
ding	leave		wheat
dish	leaves	rain	which
does	left	ran	while
dollar	legs	rat	whip
drink	life	read	why
drum	lift	ready	wind
duck	light	redbreast	wish
dust	like	reindeer	with
	lily	ride	
each	line	robin	
eagle	lion	rooster	
early	live	rule	
earth		run	





American School Achievement Primary II-A

a	bright	deep	farming	hard	labor
about	brook	decide	fastened	have	ladies
after	brother	delicate	father	heard	land
air	brothers	deliver	fearful	heavy	landed
all	busy	depart	feel	helped	large
allow	by	deposit	fellow	her	lazy
along		describes	felt	here	leg
altogether	cables	desire	few	hill	length
an	called	diamond	fields	him	letter
animal	calm	did	fiercely	his	light
animals	camp	difficult	fight	hitched	like
another	cap	dinner	filthy	hold	likes
answered	captain	dirty	find	home	little
any	card	dish	fine	honest	live
anything	care	dishes	fire	hooks	living
are	cars	dismal	first	hope	load
as	Charles	distant	fish	horses	logs
asked	cheerful	do	flat	hot	lonely
at	cent	dock	flour	hour	looked
attempt	cents	doctor	follow	house	looking
away	Chicago	does	following	how	loom
	children	dogs	food	huge	lost
back	chopped	doing	foot	hungry	loudly
baked	circus	doll	for	hunted	lowering
barn	city	dollar	four	hunting	
be	clean	door	friend	hurried	machine
bears	clear	doubt	frightened		made
bed	clip	dough	from	if	make
before	clipped	down	furniture	I'm	makes
beggar	clipping	downhearted		immense	making
begin	close	drew	gardener	in	man
begins	cloth	driver	gave	Indians	many
behind	clouds	duties	gentleman	industrious	map
being	coals		girl	into	Mary's
bell	coarse	each	give	is	may
best	coat	earth	gives	island	means
between	cold	early	glad	it	measure
big	colony	east	gloomy	its	medicine
black	continued	eat	go		men
blossom	cooked	engineer	goes	Jane	mended
blow	corn	every	gold	Japan	mile
blows	costs	everybody	good	jewel	minute
boards	cot	everything	green	John's	miss
boat	could	excuse	ground	journey	mixed
boats	cross		group	joy	morning
Bobby	cut	face	groups	joyful	most
book		fact		jumped	mother
boy	dark	family	had		move
boys	day	far	handfuls	kind	much
bread	days	farmer	happy	knock	my





American School Achievement Primary II-A

name	possible	sheep	taken	walks
narrow	pounding	sheep's	teacher	want
near	proceed	ship	tell	wanted
never	pulled	shouted	tells	was
new	put	shut	ten	washed
noisy		sick	tent	washing
none	quiet	side	terrified	water
north	quietly	signal	that	way
not		silent	the	we
nothing	ragged	sincere	their	wear
number	receipt	single	them	weeks
numerous	recreation	sink	then	well
	regular	sister	things	went
ocean	reindeer	size	this	were
of	rejoice	sleds	three	west
often	replied	slept	threw	what
old	rides	slowly	time	wheat
on	rings	small	times	when
once	river	smiling	to	where
one	robust	Smith	today	whether
opposite	rocks	so	together	which
or	room	softly	told	while
others	ropes	some	took	whisper
our	rough	something	tops	whistle
out	round	sometimes	toy	who
outdoors	runners	soon	train	whom
outside		sorry	tree	width
over	sad	south	trees	will
own	safe	speak	tricks	window
	said	spool	trip	wish
package	sailors	spring	turn	wishes
pairs	salesman	stamp	turns	with
party	same	stand	twice	woman
passengers	sand	stands	two	women
pebbles	sat	start	twos	woods
people	saw	steam		wool
perform	scale	step	uncle	word
permit	school	stones	unhappy	words
picked	scout	stop	unhook	worked
picture	scouts	stove	up	would
piece	screaming	strange	uproar	woven
place	secure	stream	useful	
plant	securely	strong	usually	yard
planted	see	summer		yarn
play	send	sun	very	yelling
played	several	swim	visiting	York
plays	sewed		voice	you
please	shake	table		
policeman	shallow	tables	wait	
population	she	take	waiting	





American School Achievement Primary II-B

a	bears	city	easier	gained	insects
above	beast	close	eat	game	into
account	beating	cloth	eats	games	invitation
across	because	cold	egg	garbage	is
address	before	contented	eight	get	it
advance	began	contents	enclosed	girl	its
adventure	behind	cooled	engine	girls	
afraid	beside	corn	ever	give	Jack
after	best	corner	everyone	glad	Jane
afternoon	Betty	correct	exciting	go	Jane's
again	big	costly	expensive	goes	John
against	biggest	costs		good	Junior
ahead	bird	cotton	fair	grass	
air	birds	could	fall	ground	keep
airplane	black	country	far	grows	keeper
alike	blow	cousin	farm		keeps
alive	bold	cows	fast	had	kind
all	book	creature	father	hanging	kinds
alligator	both	creeks	fearfully	hard	know
allowed	boy	crowd	fed	harmless	
altogether	boys	cruel	feed	hat	ladder
among	brave	custom	feel	hailed	lake
an	bread	cut	feet	have	land
anchor	brick		field	he	large
and	broken	dark	fields	head	last
animal	building	date	fiercest	heart	lay
animals	but	day	find	heated	leave
answered	by	daytime	finds	help	leaves
apart		delay	finished	her	length
apparent	called	descent	fire	herd	less
apple	calm	describes	firemen	hide	letter
are	came	devoured	first	him	like
arm	camp	Dick	fish	his	liked
around	can	did	five	holes	likes
arrowheads	cap	different	flaps	hollow	little
arrows	careless	dime	flat	home	live
as	carry	dimes	flies	horse	lived
ask	cat	dinner	flint	hot	lives
asked	catch	direction	fly	hour	long
at	caught	dish	fond	house	look
attend	caves	do	food	how	looking
attracted	cents	does	for	hungry	lose
auto	certain	dog	forests	hunt	
autos	chance	dove	forward	hunting	made
away	cheap	down	found		maid
	chickens	drink	friend	I	make
back	children	driving	frightened	if	makes
banks	chip	during	from	in	man
be	chipped		fruit	include	many
bear	circus	each	full	Indians	may





American School Achievement Primary II-B

me	other	replied	some	tired	whom
means	our	rescued	something	to	wild
men	out	rest	soon	together	will
merchant	over	restful	speed	told	wind
net	owls	return	spoiled	tomatoes	window
nice	owned	ride	squirrel	tomorrow	wings
milk		right	stable	too	winter
minute	package	road	stamp	took	with
miss	pail	robins	stamps	towards	withdraw
moderate	pair	roof	started	toys	wither
modern	palaces	rows	staying	tree	woman
money	paper	rude	steam	trees	woods
month	paragraph		still	trip	wool
moon	parent	safe	sting	turn	words
morning	parents	said	stone	two	would
most	paste	sail	stood		wreck
mother	pasture	sale	stopped	ugliest	write
move	pecked	same	store	uncle	wrong
much	pencil	sand	storekeeper	under	
muscle	people	save	stormy	unfair	yard
must	period	saw	string	unselfish	year
my	permission	say	strolled	until	you
	person	says	suddenly	up	your
near	picked	scented	summer	useless	
needed	picnic	school	Sunday	usually	zoo
nest	placed	scouts	sure		
new	play	sea		valuable	
night	playground	search	table	very	
nine	point	season	take	visit	
no	policeman	see	talk		
noon	pond	seen	tall	wagons	
not	postage	selfishness	taste	wall	
now	potato	separate	teacher	want	
nuts	press	seven	ten	wanted	
	pull	she	that	was	
ocean	purchase	sheep	the	water	
o'clock	push	ship	their	waving	
of	put	shore	them	way	
off		short	then	we	
often	quickly	show	there	week	
old		showed	they	went	
on	rain	sidewalks	these	were	
one	raised	similar	things	wet	
only	ran	sixty	thirty	what	
open	rapid	skin	this	wheat	
opportunity	rather	slow	three	when	
or	rats	small	through	where	
orchard	ready	smith	tie	which	
orchards	received	smooth	time	while	
ordinary	red	snowing	times	who	





American School Achievement Primary II-C

a	bent	carried	do	flower	hill
about	berries	canyon	does	flowers	him
above	beside	caught	dog	flows	himself
accommodated	best	caves	door	flying	hire
afraid	Betty	Charles	doors	follow	his
after	big	charred	down	following	home
afternoon	birds	cheer	dozen	food	hot
again	bite	cheerful	drake	for	hotter
airplanes	black	cherries	dress	forty	hour
alike	boards	choked	dried	found	hours
all	boat	circus	drop	four	house
alone	both	clay	duck's	frigid	how
along	bottom	closed	dull	from	hung
also	bought	cloth		fruit	huge
always	boys	clothes	each	fruits	hut
America	bread	clouds	early	fur	
ancient	breathlessly	clumsy	earn	further	I
and	bright	cold	east		ice
angry	brightly	collect	easy	garden	in
animals	brother	color	eat	George	insects
apart	brown	Colorado	eaten	get	interesting
appeared	buff	colored	earth	give	into
apples	bulb	colors	Edison	glow	is
are	bulbs	comes	electric	go	it
arrested	built	complete	elephants	goes	its
as	burdock	cord	enough	going	
asked	burn	corn	escape	good	Jack
asleep	burned	cotton	even	grain	Jane
at	burnt	could	evening	grand	John
aunt	bushes	cousin	expert	grandfather	joint
awake	but	covers		grass	
awaken	buy	crawl	faced	gray	keep
away	by	cruiser	factory	great	kept
	Byrd	cut	fair	green	kick
back		cuts	fall	ground	kind
bag	cake		far	grow	kinds
ball	called	dance	father	guest	knowledge
balloons	came	dandelion	feathers	gully	
bank	can	dark	feed		lack
bare	candy	days	feeds	haired	ladder
bark		deep	feel	happy	lake
barns		derrick	female	hard	large
baskets		describes	few	has	lasted
be		desire	find	have	leader
bears		did	finish	he	leather
beautiful		different	first	heat	leave
because		dish	fish	held	left
belong		distances	fishermen	her	length
below		diver	fishing	here	lift
beneath		divide	float	high	light





American School Achievement Primary II-C

like	obey	quality	shoes	take	village
likes	observe	quick	shore	task	visit
little	obtain		short	tells	visits
live	October	rail	side	than	
lived	of	railroad	sighed	that	wagon
look	old	rainfall	silence	the	walked
looked	on	record	silk	their	walking
long	once	red	sizes	them	want
lose	one	regions	skate	then	warm
low	only	relief	skates	there	was
	open	remain	sky	these	watch
machine	opened	remember	sleep	they	watched
machinery	opposite	rented	slices	thickness	way
made	or	result	slow	this	we
making	other	Richard	slowly	those	wear
male	others	ride	small	thought	weeding
many	our	riding	snow	thread	woods
match	out	rim	so	three	week
matches	over	river	soil	through	weeks
means	overhead	road	sold	throw	well
measure	own	roared	some	time	went
men		Robert	something	tired	were
merely	pale	robins	sometimes	to	west
minute	party	rock	soon	today	wet
mile	peaches	roots	sorry	took	what
miles	peanuts	row	south	top	wheat
misty	penny		speed	toy	wheels
Monday	people	sad	split	travel	when
money	perhaps	said	spoil	tree	where
monkeys	pet	safe	spring	trees	which
month	picture	same	start	tribe	while
more	piece	sand	stay	tricks	who
morning	pieces	saw	steel	trip	wide
most	pine	scare	stem	two	wild
mountain	place	school	stick		will
mountains	plank	second	stopped	uncle	wind
	planks	see	strange	under	window
narrow	planted	seeds	street	until	windows
native	planting	seemed	string	unusual	wings
near	plants	seize	stripped	up	winter
nearly	play	sell	strong	upon	wisdom
nice	pleasant	selling	sudden	us	with
night	poor	set	suddenly	used	woman
no	poorly	settle	sugar	usually	wood
north	poppy	settled	summer		woods
not	possess	seven	sunny	varieties	wool
notice	praise	shape	supplies	vegetables	word
nothing	pulling	shapes	swift	vegetation	would
number	put	she	swiftly	very	
nuts	puts	ship	swimmer	vessel	year
					yelled
					yet
					yield
					you
	quality				





Detroit Reading Test Form A

a	city	hang	of	take
afraid	closed	happy	on	telling
all	cold	has	one	ten
always	color	have	our	the
an	colors	he	out	they
and	comes	helped		this
any	corn	hen	pictures	three
anyone	corner	her	play	time
apple	country	him	played	to
around		his	playing	too
asleep	day	home	pretty	top
away	dinner	horse	put	took
at	dog	house	puts	town
	dolls			toy
baby	down	in	rabbit	toys
baby's		into	rabbit's	tree
bad	eat	is	ran	two
bag	eating	it	ready	
ball	enough	its	red	until
balls	every		ride	up
bank	eyes	Jack	rides	
barn		jumped	road	very
basket	farm		rolled	visit
back	fast	kind	run	
be	father	king		wagon
bed	field	kitten	saves	walk
beds	fire		saw	wanted
big	flag	like	school	watch
Billy	flower	little	see	was
black	flowers	live	set	we
blowing	for	lived	she	went
blue	four	long	shining	were
books	fox		sick	when
boys		made	sister	white
box	garden	making	sitting	will
bread	gave	man	slowly	wind
brother	get	Mary	snow	winter
brown	girls	Mary's	so	with
buy	glad	mine	soldier	woods
by	go	money	some	work
	gold	Mother	Spot	
call	grass	mouth	spring	yellow
came	gray		stays	
can	green	name	store	
candy	growing	near	story	
carrying	Gruff	new	strong	
cent		nice	summer	
cents	had	nose	sun	
children	half	not		
Christmas			table	





Detroit Reading Test Form B

a	dark	herself	old	ten
all	day	him	on	that
an	dinner	his	one	the
and	dog	home	open	their
any	down	horse	other	them
are		hot	our	there
around	each	house	out	they
asked	eggs	hurt		this
at	every		paper	tin
ate	eyes	in	papers	to
away		into	part	told
	fast	is	pen	together
baby	fat		piece	too
bad	father	Jack	pig	took
ball	fell	Jack's	pigs	toys
balls	field	John	place	trees
bank	fireman	just	play	
basket	firemen		playing	up
bat	five	keys	plays	
bed	flag	kind	poor	very
big	glowers	kitten	pretty	
birds	food		put	wagon
black	for	laughed		wait
blue	from	learning	ran	walk
boat	funny	like	red	was
book		lilies	ride	watch
boy	game	little	riding	water
boys	garden	lived	running	way
box	gave	lives		we
boxes	get	long	said	went
brown	gets	love	saw	were
by	go		school	when
	going	made	see	white
cake	gold	man	sells	will
came	good	Mary	she	win
care	grass	Mary's	sick	windows
cents	gray	men	sled	winter
chickens	grew	might	sleeps	with
children	grow	minded	snow	without
clean		morning	snowing	working
coat	had	money	some	
cold	hand	Mother	store	yard
coming	happy	must	street	you
could	hard		strong	
country	have	nice	sweet	
covered	has	no		
cross	he	not	take	
crying	head		takes	
cut	helped	of	talk	
	helps	off	tall	





Detroit Word Recognition Test Form A

Detroit Word Recognition Test Form B

a	making
and	man
apple	milk
apples	mother
balls	of
bear	on
bed	ones
big	over
bird	
bird's	playing
black	
boy	rain
bread	running
buying	
can	singing
children	sleeping
corn	some
	telling
door	the
down	three
	to
eating	tree
	two
father	
fire	under
flying	up
for	
	walk
girl	water
giving	white
going	with
ground	
her	
hill	
his	
horse	
house	
in	
into	
king	
leaves	
little	

a	little
an	
and	man
apple	making
	milk
	mother
ball	
balls	
bear	of
bed	on
big	one
bird	over
black	
boy	playing
boys	
bread	rain
buying	
	singing
can	sleeping
children	some
corn	
come	telling
	the
door	three
down	to
	tree
eating	two
father	under
fire	up
flying	
for	walking
	water
girl	white
girls	with
giving	
going	
ground	
her	
hill	
his	
horse	
house	
in	
into	
king	
leaves	





69  
Detroit Word Recognition Form C

a	man
after	milk
an	mother
and	
apple	of
apples	on
around	one
at	over
ball	playing
bed	putting
big	
bird	reading
blowing	running
book	
books	sawing
boy	school
box	singing
bread	small
	some
carrying	sun
children	
coming	table
	the
drinking	train
	to
eating	top
egg	tree
eggs	two
father	water
flowers	wind
flying	with
for	wood
from	
girl	
hill	
his	
her	
horse	
house	
in	
into	
looking	
leaves	
making	

63  
Detroit Word Recognition Form D

a	on
after	over
and	
at	pretty
	putting
ball	
bed	rain
bird	ride
birds	running
blowing	
book	sawing
boy	singing
bread	sitting
	sleeping
	some
cans	
children	
corn	taking
	the
down	to
dress	tree
drink	two
eating	under
father	water
flying	watch
for	wind
	window
girl	with
girls	white
going	
hand	
happy	
her	
his	
horse	
house	
in	
leaves	
little	
long	
making	
man	
mother	
of	





DeVault Primary Reading Test Form 1 Grades 1 and 2

a	frog	one	wheat
again	full	once	where
along		on	who
and	girl	other	why
are	girls		wings
asked	give	plant	with
as	goat	playing	woods
away	go	put	work
	grass		would
ball	grow	ran	
bear		rabbit	yes
bears	has	rabbit's	you
bird	have	rest	young
birds	he		
black	her	said	
blue	house	sat	
bread	houses	say	
box	horses	school	
	how	she	
came	hungry	sheep	
can		sing	
cat	I	so	
children	in	some	
chickens	into	sometimes	
coat	is	squirrels	
could	it	stop	
		sun	
day	know	swim	
did			
does	little	tails	
dog	live	thank	
dogs	log	that	
doll	long	three	
do		the	
	make	then	
ears	men	to	
eat	money	today	
eggs	moon	tree	
	mother	trees	
fast	mouse	two	
feet	mouth		
fish	Mr.	very	
fit			
flag	neither	want	
flew	nest	wanted	
fly	new	was	
found	no	water	
four	nor	well	
for	not	were	
fox		what	





Gates Primary Reading Tests (First Half) Form I

a	closed	finding	how	makes	rain
across	clothes	first	hung	man	rained
again	clock	five		may	ran
an	cluck	fix	I	meat	rats
and	coat	flag	if	men	read
apple	cock	floor	in	mice	red
apples	cocoa	fly	ink	mile	ride
are	colt	flying	into	money	river
asked	cook	foot	is	more	road
automobile	corn	for	it	mother	rock
	corner	fork		mouse	roof
baby	cover	four	journey	must	room
back	cow	fox	jump		root
badly	cross	frog		nail	run
ball	crow	from	keep	name	running
band		full	key	near	runs
bank	dark		king	new	
bark	daughter	game	kite	next	said
barn	dirt	gates	kitten	not	sand
basket	dirty	get	knife		saw
be	dish	go		of	say
bear	divide	goat	lady	office	sea
bed	do	goes	lake	on	see
bell	dog	gold	last	one	seven
big	dog's	got	leaf	only	shall
bird	doll	ground	leave	open	shirt
block	donkey	grow	left	out	shop
blow	door		letter	over	shot
boat	draw	had	lie		should
bottle	dress	hair	lies	pair	showing
bow	drive	hand	lifts	pan	shows
box	drop	hands	light	paper	sign
boy	dropped	has	like	peaches	silk
butter	duck	hat	likes	pears	sit
buy		have	liking	pencil	sits
by	ear	hay	lily	person	skate
	eats	he	line	pick	sleds
can	eating	head	lip	picture	sleep
candy	elephant	hear	little	pies	sleeps
cap	eye	hen	live	pig	slow
car		her	lives	pink	smokes
cat	face	here	loaf	place	smell
cents	falling	hide	long	pleasant	smile
chalk	fan	hill	look	playing	snow
change	fans	his	lost	poison	soldiers
child	farmer	hold		policeman	some
children	fat	holding	made	poor	song
clap	father	hook	maid	pretty	soup
clean	feet	hot	mail	princess	South
cleaning	fight	hour	make	put	stair
	find	house			





Gates Primary Reading Tests (First Half) Form I

stand	under
stands	up
star	
starts	wagon
stay	walks
stick	walking
stop	wall
store	want
story	wanting
stove	warmer
street	was
strong	water
suit	way
sun	ways
	went
table	what
take	wheat
talk	wheel
talked	when
tall	where
teacher	which
tell	while
tells	white
tent	who
thank	wind
that	window
the	winds
there	with
these	woman
they	wood
thing	woodpecker
things	word
think	wore
this	would
three	write
throw	writing
tie	
time	you
to	young
told	your
took	
top	
town	
toy	
train	
tree	
trees	
try	
twelve	
two	



# Very Good (1st 2nd)

100	100
90	90
80	80
70	70
60	60
50	50
40	40
30	30
20	20
10	10
0	0
10	10
20	20
30	30
40	40
50	50
60	60
70	70
80	80
90	90
100	100
110	110
120	120
130	130
140	140
150	150
160	160
170	170
180	180
190	190
200	200
210	210
220	220
230	230
240	240
250	250
260	260
270	270
280	280
290	290
300	300
310	310
320	320
330	330
340	340
350	350
360	360
370	370
380	380
390	390
400	400
410	410
420	420
430	430
440	440
450	450
460	460
470	470
480	480
490	490
500	500
510	510
520	520
530	530
540	540
550	550
560	560
570	570
580	580
590	590
600	600
610	610
620	620
630	630
640	640
650	650
660	660
670	670
680	680
690	690
700	700
710	710
720	720
730	730
740	740
750	750
760	760
770	770
780	780
790	790
800	800
810	810
820	820
830	830
840	840
850	850
860	860
870	870
880	880
890	890
900	900
910	910
920	920
930	930
940	940
950	950
960	960
970	970
980	980
990	990
1000	1000

# Gates Primary Reading Test Form II

a	camp	eating	hiding	lives	part
again	can't	eats	high	look	passed
all	care	egg	hill	looking	pens
always	card	eggs	him	lost	picture
an	cart	elephant	his	lunch	piece
and	cat	every	hit		pig
are	cent	eyes	hits	made	place
asked	change		hold	mail	plain
automobile	cheese	fair	horn	make	play
away	cherry	fairy	horse	man	playing
	child	family	hot	many	policeman
baby	children	fanning	hour	march	porch
back	church	fans	house	mark	pot
bag	clang	farmer	houses	marks	prince
ball	clock	faster	how	matches	pull
balloon	comb	fastest	hungry	me	pulls
band	come	father	hurt	met	pumping
bank	cook	feathers		milk	pumpkin
bark	cool	feed	I	milked	punches
barn	corn	feel	if	miss	puppy
be	cotton	few	in	money	put
bear	country	field	into	monkey	
been	cover	fields	is	month	rabbit
before	cow	find	it	morning	raining
bell	cows	fire	its	mother	rat
between	crayon	first		mouth	rather
big	crying	fish	kind	my	read
bird	cup	five	king		reading
bite		flag	kitchen	nails	real
black	dance	flour	kite	napkin	rides
bloom	dark	flowers	kitten	near	riding
boat	desk	fold	know	neck	right
book	did	for		need	ring
box	digs	four	lake	nice	rings
boy	dish	frog	lamb	not	river
brave	do	from	land		road
bring	doing		large	of	robin
brown	dog	had	last	old	roll
build	doll	hammer	lay	on	roof
bump	dolls	hand	lays	one	rooster
bumps	down	hands	leave	orange	rope
bunch	draw	handkerchief	left	out	run
burn	dress	hard	leg	own	running
buy	drink	has	let		
by	drinking	he	lights	page	said
	drum	head	like	pail	sand
cage	duck	help	likes	pair	saw
cake	ducks	hen	line	pairs	school
call		her	little	pan	sea
came	eat	here	live	paper	sew





Gates Primary Reading Test Form II

sews	two
she	
shoe	under
should	
show	very
showing	
shows	wagon
side	walk
singing	walking
sister	walks
sit	wall
skate	want
skips	was
sleeps	wash
snow	watch
soap	water
soldier	way
some	went
south	were
state	what
stick	where
store	which
street	white
swim	who
swimming	why
swing	wife
	will
table	wind
takes	window
talk	wing
teacher	winter
ten	wish
than	wisher
that	with
the	woman
then	woodpecker
these	word
they	write
thing	
this	you
to	young
told	your
took	
toy	
toys	
train	
tree	
turn	
turned	
turns	





Gates Primary Reading Test Form III

a	by	does	funny	kite	of
airplane		dogs		kitten	office
all	cabbage	doll	garden	knew	old
almost	cage	dollar	gate		on
alone	cake	dolly	gave	lamp	once
an	calf	donkey	geese	late	one
and	call	door	girl	laugh	only
animal	came	down	give	leaves	orange
apples	captain	draw	go	letter	oranges
are	carrots	dress	goat	lettuce	out
arm	cat	drink	going	like	oven
arms	caterpillar	drinking	grass	likes	over
asleep	cart	drum	grapes	line	oxen
at	cent	duck	green	lion	
ate	change		grow	lip	page
	cheese	each	guess	little	paint
baby	chick	eagle		live	pair
back	chicks	ears	had	lives	pan
ball	chicken	eat	hall	log	papa
band	children	eats	hand	look	paper
bank	chimney	eggs	has	looking	park
bark	Christmas	elephant	hat	loss	peanut
barn	circus	end	have		peanuts
barns	city	engine	hay	made	pears
basket	cleaning	eye	he	mail	pen
bat	climb		hen	make	pencil
beautiful	climbing	face	her	makes	penny
bed	climbe	factory	here	making	person
before	coat	fairy	hiding	man	picture
bell	clock	family	him	meadows	pie
best	close	father	his	milk	piece
big	cloth	feet	holding	money	pig
biggest	come	fill	home	monkey	pigeon
bird	corn	find	honey	moon	pin
black	corner	fine	hop	more	plant
boat	cow	fire	horse	mother	plums
book	cradle	fish	horses	mouse	policeman
bookkeeper	cried	five	house	must	pony
bottle	cross	flag	hungry		potatoes
bows	crow	flies		nail	pretty
box	cup	flower	I	name	prince
boy	cut	flowers	in	neat	pumpkins
brave		fly	into	nest	pupil
bread	daisy	food	is	nice	puppy
bringing	dance	for	it	nickel	put
broken	den	fork		night	
broom	dig	four	jar	nine	queen
bunch	dirty	fox	just	nose	
butter	do	from		not	rabbit
buttercup	doctor	full	kitchen		rabbits





Gates Primary Reading Test Form III

raining	stick	was
raises	stocking	wash
reading	stockings	watch
ride	stone	waves
rides	stop	what
riding	stove	were
ring	sugar	wheat
road	suit	wheel
robin	swallow	when
rock	sweater	white
roll	sweet	who
rooster	swim	wigwam
rope	swimming	wing
rose	swing	winter
run		wish
running	table	wolf
runs	tail	wood
	take	work
sail	takes	works
Santa	talk	would
says	teacher	
sees	telephone	yellow
shake	that	you
she	the	
ship	their	
shoe	them	
show	there	
silver	these	
sister	they	
sitting	thing	
sits	things	
skate	think	
sled	this	
sleep	thought	
smell	three	
smile	tiger	
smoke	toy	
smoking	toys	
snows	to	
some	tree	
something	trees	
soon		
splash	under	
spoon	uses	
spring		
squirrel	wagon	
squirrels	waiting	
stand	wall	
standing	wanted	
stay	warm	





Lee-Clark Reading Test  
Primer Form A

a	make	toast
am	man	
and	may	under
at	me	
	met	wagon
ball	mice	want
birthday	milk	was
black	mouth	went
blue	must	wish
boy	my	with
breakfast		work
brings	not	
cake	old	
can	on	
candles	out	
children		
	pail	
did	papers	
dog	party	
draw	play	
	playhouse	
eggs	pretty	
	put	
feet		
foot	ran	
for	read	
	red	
girl	rides	
good	right	
	rooster	
help	run	
her		
him	said	
horse	sand	
house	says	
	six	
ice	some	
in	spade	
is		
	Terry	
Jack	that	
Jane	the	
	then	
kitty	they	
	this	
like	thought	
little	through	
	throws	
mail	to	

Lee-Clark Reading Test  
Primer Form B

a	mail	toast
am	make	
and	man	under
at	may	
	me	wagon
birthday	met	want
black	mice	was
blue	milk	went
boat	mouth	wish
boy	must	with
breakfast	my	work
brings		
	not	
cakes		
can	old	
candles	on	
children	out	
did	pail	
dog	papers	
draw	party	
	play	
eggs	playhouse	
	pretty	
feet	put	
foot		
for	ran	
	red	
garden	rides	
girl	right	
good	run	
	runs	
help		
her	said	
him	sand	
horse	says	
house	six	
	some	
ice	spade	
in		
is	Terry	
	that	
Jack	the	
Jane	then	
	they	
kitty	this	
	thought	
like	through	
little	throws	
	to	





Lee-Clark Reading Test First Reader Form A

a	dream	Jack	playground	threw
about	duck	jump	please	tired
afraid		jungle	postmaster	to
again	ears		post office	toy
an	eat	kitty	put	toys
and	egg	knew		traps
animals	eggs		rat	tree
another	elephant	last	red	trunk
anything	elephants	let	robin	try
at		letter	roll	turned
ate	farmer	liked	rolled	twelve
automobiles	feathers	likes		two
	feet	line	said	
baby	fight	listened	sat	under
banana	first	little	seed	
barked	flew	live	seeds	warm
bath	floor		shelf	was
big	flower	made	shoes	washed
bird	for	mail	showed	water
birds	found	make	sick	weeks
black	from	man	slid	went
block		many	slide	were
blow	girl	mice	snow	when
blows	grass	milk	soldiers	while
bow-wow	great	mother	something	white
boy	green	much	sometimes	will
breakfast	grew	mud	song	window
brook	grow		sorted	wise
brownies		near	squealed	worms
	had	need	squirrel's	
calves	hand	nest	stamp	yellow
came	happy	never	stamped	
cap	has	nose	steps	
carried	hay	not	sticks	
cat	he		store	
cents	hen	of	strong	
chickens	here	off	Sue	
choo-choo	hid	old	supper	
churn	hide	on	swim	
climbed	hill	once		
cloth	his	open	takes	
coat	hold	other	taste	
cotton	how	out	taster	
curly	hungry	over	ten	
	hurry		that	
dead	hurt	package	the	
dog		party	their	
dolls	in	pigs	them	
Donald	is	pink	there	
draw	it	planted	three	





Lee-Clark Reading Test First Reader Form B

a	dolls	hungry	pigs	their
about	Donald	hurry	pink	they
afraid	drank	hurt	playground	thing
again	draw		please	thread
airplane	dress	in	poor	three
an	ducks	into	postmaster	tied
and		is	post office	to
animals	ears	it	put	toy
another	eat			toys
anything	egg	Jack	ran	train
at	eggs	Jane	rat	trunk
ate	elephant	jumps	red	try
	eyes		river	turned
ball		kick	robin	two
banana	farm	kitty	roll	twelve
bank	faster		running	
barked	fed	let		under
began	feed	letter	said	
big	flew	letters	Santa	visit
bill	flower	liked	sang	
bird	frightened	line	sat	walked
birds	from	little	saw	wanted
bites	full	live	seeds	warm
black			she	was
block	girl	made	shelf	washed
blow	grass	make	showed	water
blows	great	man	sick	weeks
bow-wow	green	many	sleep	weighed
boy	grew	nice	slide	went
bread	grow	milk	snake	were
bright		mill	snow	when
butter	had	mother	some	while
	hand	mouth	something	wise
calls	has	much	sometimes	with
came	hatch		sorted	
carried	he	nest	spoon	
cat	hen	night	squirrel's	
cents	her		stamp	
chickens	here	of	stayed	
choo-choo	hid	off	steps	
churn	hide	on	store	
clock	hill	open	supper	
cloth	him	opened	swim	
coat	his	other		
comes	hold	out	takes	
cotton	holes		talk	
cows	horn	package	tester	
cream	horses	paper	ten	
	how	party	that	
dog	humming	peeped	the	
	hung			





# LosAngeles

## Primary Word Recognition Test Form I

## Primary Word Recognition Test Form II

about  
along  
among  
apple  
around  
  
ball  
bear  
behind  
believe  
big  
bird  
blossoms  
blue  
book  
boots  
bring  
brought  
butterfly  
  
came  
cat  
chair  
chimney  
clock  
come  
could  
cow  
cup  
  
dog  
donkey  
  
egg  
even  
ever  
every  
  
fish  
five  
fork  
four  
frog  
funny  
  
girl  
go  
goat  
good  
ground

had  
happy  
hardly  
has  
hasten  
hat  
hen  
his  
house  
hungry  
  
inclose  
include  
increase  
indeed  
Indian  
  
king  
kite  
knife  
  
ladder  
  
mouse  
  
owl  
  
pan  
penny  
piece  
pig  
plant  
planted  
play  
please  
pound  
pretty  
promise  
public  
purchase  
purpose  
  
rabbit  
ran  
red  
rolled  
round  
run  
  
same

saw  
scare  
scatter  
scrap  
scrape  
seven  
sharp  
shoes  
should  
shoulder  
sing  
soap  
some  
sound  
spoon  
spring  
square  
squirrel  
stove  
  
table  
telegraph  
telephone  
temporary  
tendency  
thing  
thorough  
though  
thought  
three  
through  
train  
tree  
  
very  
  
want  
war  
was  
went  
what  
where  
which  
who  
with  
would

about  
along  
among  
around  
  
baby  
ball  
believe  
big  
bird  
blossoms  
blue  
boat  
book  
bottle  
boy  
bring  
brought  
  
came  
chair  
chimney  
come  
could  
  
dancing  
dog  
  
eating  
even  
every  
  
five  
flag  
flower  
flying  
fork  
four  
frog  
  
girl  
go  
goat  
good  
ground  
  
had  
happy

hardly  
has  
hasten  
hat  
hen  
his  
horse  
house  
hungry  
  
inclose  
include  
increase  
indeed  
  
king  
knife  
  
ladder  
letter  
lion  
  
monkey  
mouse  
  
nest  
  
owl  
  
pan  
penny  
piece  
pig  
plant  
planted  
play  
please  
pound  
promise  
public  
purchase  
purpose  
  
ran  
red  
rolled  
round  
run  
running

same  
saw  
scare  
scatter  
scissors  
scrap  
seven  
should  
shoulder  
sing  
six  
soap  
some  
sound  
spoon  
spring  
squirrel  
swimming  
  
table  
telegraph  
telephone  
temporary  
tendency  
thing  
thorough  
thought  
through  
tree  
two  
  
very  
  
wagon  
want  
war  
was  
watch  
went  
what  
where  
which  
who  
window  
with  
woman  
would  
writing





Metropolitan Achievement Test (Reading)  
Primary 1 Battery: Form R

a	crowd	happy	money	short	wall
airplane	cup	having	moon	sighs	war
all	cuts	he	mother	sings	warm
and		heavy		slices	was
animals	deep	help	night	sly	wash
apple	dear	her	nose	small	waste
apples	dip	hers	nuts	smiling	water
at	dish	hid		some	weed
away	dog	high	of	soon	what
	doll	him	oil	sound	wheel
baby	door	his	on	soup	where
ball	dress	hit	one	spoon	wide
banks	drink	hook	only	squirrel	willow
basket		horn	orange	stars	window
bath	ear	horse	our	step	winning
bear	egg	house	own	sticks	wish
bed	enter	how		stones	wished
bee		hungry	package	stop	with
beets	face		pair	stove	wolf
before	fair	ill	pan		woman
bell	far	in	party	table	wonder
below	farmer	is	peaches	takes	
bird	father		peas	talking	
black	find	jam	people	tall	
boot	finding	Jane	pets	tell	
both	fire	jar	pieces	the	
bowl	fish	job	plant	them	
box	fished	jump	plate	there	
bread	fishing		play	these	
	five	keep	pretty	they	
cabbage	flower	kettle	pulling	this	
cabbages	food	key	puppy	three	
cake	foot		purple	throw	
can	for	large		today	
candles		learn	rat	tray	
candy	gate	leaves	rings	turtle	
canoe	girl	lesson	rough	two	
car	give	letter	round		
carriages	go	lily		ugly	
chair	goat	listen	scissors	under	
chasing	gold	look	seat		
child	gone	looking	seven	valley	
coat	good	lovely	several	vegetable	
come		low	she		
cook	hair		sheep	wagon	
corn	ham	man	shining	waiter	
cow	hand	map	shoe	walk	
		may	shoes	walking	





Metropolitan Achievement Test (Reading) Primary 1 Battery: Form S

a	cart	hand	paint	stand
above	catch	hang	paper	star
across	chair	hard	park	stars
after	chicks	harm	pencils	start
again	child	has	plate	stay
always	children	hat	play	still
am	church	have	pot	stones
and	city	he		stocking
animal	cold	head	queen	stories
apple	cook	hear		story
apples	cottage	held	rain	sun
apron		her	rains	
are	dark	here	ran	table
arm	dash	high	ribbon	take
asleep	digging	his	ring	teeth
at	dog	hite	rings	that
away	dress	horse	road	the
			robin	them
baby	eating	ice	rocks	there
ball	eggs	in	run	they
band	every	is		thin
bark		it	sail	thinks
barn	far		sang	those
basket	farm	jacket	school	three
before	farmer	jump	scratch	to
beside	fat		search	tree
big	fence	keep	see	turkey
black	flag	kind	sew	
blue	flew	kite	shall	under
boat	flower	kitten	she	unless
book	flowers		shoe	until
bottle	foot	lamp	shoes	
bowl	four	land	shone	very
boy	fox	large	sighs	
branch	fresh	late	sign	watch
brass	fruit	little	sing	we
bread	fruits	lunch	sir	were
bridge			sirs	when
bring	game	might	six	where
brown	gave	milk	small	who
brush	girl	mine	smooth	will
bunch	girls		snow	window
bush	give	new	sold	winter
by	gives	newspaper	some	with
	gloves	nice	son	word
calf	going	night	song	work
came	grass	nine	spill	
camel	green	nuts	splash	young
card			spoon	yours
care	had	of	squirrel	





## Metropolitan Achievement Test (Reading) Primary II Battery: Form R

a	blow	chair	defend	found	hottest
about	blue	chalk	dirt	fountain	hound
accident	boat	chase	doctor	from	house
afloat	book	cheaper	does	fruit	houses
after	boot	cherries	doesn't		houseboats
afternoon	bottle	chicken	dog	garden	howl
afraid	bottom	chief	doll	generous	huts
ago	box	chiefly	dollar	George	
air	boy	child	door	get	I
Alice	boys	children	Dot	giants	ice
am	boy's	chimney	drives	girl	if
and	bow	China	dry	glad	igloos
animals	bow-wow	Chinese	drying	gloves	in
another	bread	Christmas		go	infant
apple	breakfast	circus	eats	gone	into
apples	bring	city	early	good	is
are	brook	clean	Easter	got	it
arm	brooks	climbed	eggs	grain	
as	brother	clock	enables	Grace	Jack
asleep	brought	cloth	enemies	grapes	Jane
at	brown	coal	envelope	gray	Janie
avoided	brush	coasted	even	green	Jill
away	build	coasting	evening	growth	John
	bunny	cocoa	every		jumped
back	burned	collect		had	June
bake	burning	collie	fall	handle	
baked	but	come	falls	hands	keep
ball	butcher	cooked	false	has	kept
balloon	butterfly	cool	families	hat	killed
banana	buy	corn	farm	have	King
bark	buys	cotton	farmer	hay	kite
barn	by	could	farms	hayfield	kitten
barrel		country	fast	he	knew
bead	cage	courteous	Father	head	known
bears	cake	cousin	fell	healthier	
beasts	called	covered	felt	heated	Laddie
beautiful	can	curtain	fields	Helen	lamb
because	candle	cut	find	helped	lamp
bee	cap		fire	Henry	land
before	car	damp	fires	her	landlord
bell	careful	danger	first	here	lantern
Ben	carpet	dangerous	fish	hid	late
bench	carried	dark	fishing	hide	layer
big	carries	dash	five	hiding	lemonade
bird	carves	day	floor	high	letters
birds	cat	days	flowers	him	lettuce
bitter	caught	death	fly	his	life
black	cave	decided	foam	hog	lighted
blindness	caves	decks	food	home	lion
blossoms	cellar	deep	for	hood	live





Metropolitan Achievement Test (Reading) Primary II Form R

living	orange	radish	stamp	towers
long	our	rains	start	trailer
look	out	ran	stay	train
loud	oven	rapidly	still	tree
loves	over	rather	stole	trees
	overboard	reached	stone	trousers
machine		read	stones	tube
made	paint	rent	stood	turnip
magazine	pan	rides	story	two
man	pansy	ring	stove	
many	paper	rivers	student	until
marble	park	road	sugar	up
March	party	robin	summer	us
marriage	peach	rock	sweet	used
Mary	peaches	rug	swim	
me	peat	run		wading
meat	pen	runs	table	wagon
medicine	pencil	Ruth	take	warm
men	people		tall	was
mend	Peter	sad	taste	washed
milk	picnic	safe	teacher	watch
mine	pie	safer	Ted	watchman
minister	piece	sail	tell	water
miss	pig	says	tells	watered
more	pillow	school	tents	we
moss	place	scolded	than	wears
most	places	seeds	Thanksgiving	went
Mother	plains	seven	that	were
mouse	planted	she	the	wetter
much	planting	shoe	their	wheel
my	play	short	them	wheels
	played	sing	themselves	when
name	plenty	sister	then	where
Ned	plum	skin	there	which
nest	poem	skip	they	white
newspaper	police	skirt	thing	who
next	polite	sled	this	whole
right	pony	slow	those	wide
no	praised	snow	three	wild
noise	preserver	so	time	will
noon	pretty	some	timid	window
not	Prince	someone	tiny	wing
nurse	protected	song	to	winter
	pulls	soon	toes	with
of	punished	sorry	Tom	wood
off	pupil	soup	too	woods
on	put	sour	took	wool
once		sparked	tool	worse
one	quiet	spring	top	would
open		sprinkled	torch	yard





Metropolitan Achievement Test (Reading) Primary II Battery: Form S

a	Bill	chef	ear	gate	hound
about	Billy	cheerful	ears	general	hours
according	bird	Chicago	eastern	generally	house
ago	birds	child	eat	girl	houses
air	bites	children	eats	girl's	how
airplane	blue	chimney	eggs	give	
airplanes <sup>3</sup>	boards	China	enjoy	gives	I
alert	boat	Chinese	escaped	glad	if
Alice	Bob	Christmas	every	glider	I'll
all	books	city	expense	gliders	in
almost	bought	club	eye	gliding	Indians
alone	bow	clubs	eyes	glue	industry
always	boy	coat		go	insects
am	branch	color	failure	goat	into
America	bread	come	Father	good	is
an	break	considerable	far	got	it
and	brown	corn	farm	grass	
Anne	bubble	cost	farmer	green	Jack
apple	bucket	country	farms	ground	jacket
apples	building	cow	feather	group	Jane
apron	built	coward	feathered	grove	jelly
are	business <sup>3</sup>	currents	feathers	growing	John
around	but	cupboard	February	guided	just
at	butcher	cut	feed	Gypsies	
ate	butler		feeds		keep
attract	buy	daisy	fine	half	keeping
aunt	by	Dan	finger	handle	kept
automobile		dance	fire	happiness	key
away	cable	dangerous	first	happy	knee
	cables	days	five	has	knife
baby	cake	December	flag	hat	
baker	called	deck	fly	have	lamp
ball	can	deer	flying	having	large
band	cane	desk	following	hay	late
bark	canvas	Dick	food	he	launched
barrel	captain	dig	fool	health	lays
be	car	disease	for	hear	leaf
beans	Carl	dishes	fork	hears	left
bear	carpenter	doesn't	form	hearth	legs
because	carrots	dog	fort	hen	lemons
becoming	carry	dogs	four	Henry	less
bed	cart	doll	fox	her	life
before	cat	dollars	France	here	light
being	catch	door	friends	his	lighted
bell	caught	dozen	from	hoe	like
best	cellar	dress	front	hole	likes
Betty	chain	drive	fruit	home	lily
beyond	chair	drives		homes	listen
bicycle	check	drum	gains	horse	listening
big	cheek	dwelling	garden	hose	little
					lived





Metropolitan Achievement Test (Reading) Primary II Battery: Form S

logs	orchards	round	speed	twenty
long	other	runs	sport	twig
longest	others		sports	two
lower	our	sad	steer	
lying	out	said	steered	under
	over	same	stick	until
made	owns	sap	stones	upright
make		school	store	use
man	pansy	scooter	story	used
many	paper	seam	success	useful
Martin	paragraph	seams	summer	usually
Mary	pasture	seat	Susie	
mat	pattern	seeds		value
May	Paul	seeing	table	very
me	people	seem	tag	
means	persons	seems	Ted	wagon
meat	piece	sees	tells	waiter
men	plane	several	tents	wall
milk	plate	sew	term	walnut
misery	plays	sewed	than	was
mitten	plow	sharp	that	watchdog
more	policeman	she	the	watchdogs
mother	pool	sheep	theater	watching
motor	poor	shelves	their	we
mouse	popular	shoes	them	wear
move	potatoes	short	then	weed
mush	poverty	should	there	went
my	president	side	these	were
	pretty	sides	they	wet
name	provide	singing	thief	wheels
neck	pulled	sister	thin	when
Ned	pumpkins	six	this	which
needs	puppy	skate	thought	while
Nellie	Puritans	skin	three	who
new		sled	Thursday	why
night	radishes	slightest	time	will
nine	rain	small	to	willow
no	rains	smoke	toe	window
nose	rapidly	soap	together	windows
noses	ready	some	Tom	winter
nuts	really	sometimes	took	with
	red	songs	top	without
oak	ribbon	soon	toy	wolf
October	ride	sorrow	trail	woman
of	rides	sorry	tree	worm
often	right	sound	trick	
on	rising	soup	trip	yellow
one	roller	spade	truck	you
onions	roof	spaniels	try	young
orchard	rope	speaking	tulip	your





Primary Reading Test--Reilley Form A

a	children	gave	made	road	thick
after	church	getting	make	run	this
airplane	class	girl	man	runs	those
airport	clean	girls	many		through
all	clock	give	marched	sand	tickets
almost	coat	giving	meat	sat	to
already	cold	glad	milk	saw	too
among	come	glass	money	school	top
an	coming	going	more	secret	toys
and	conductor	green	morning	seven	tree
any	could		most	she	trees
are	cows	had	mother	sheep	trouble
as		hand	much	shelves	true
ask	dates	hands	music	ship	trying
at	dead	happy	must	shoes	two
automobile	decide	has	my	sidewalk	
away	dog	hat		sing	under
	done	having	needed	sister	until
baby	door	he	needs	sit	up
back	down	head	never	size	us
ball	drink	her	new	sleep	using
basket	drop	here	noses	smoker	
bear		him	not	soldier	visit
bears	each	his	notice	some	
between	eating	hold	now	son	waits
big	edge	hole		spring	walking
bird	eggs	home	of	station	wall
bit	else	hoped	old	stay	walls
black	enough	house	on	stayed	wants
book	everything	hurry	one	stick	was
books			orange	sticks	watch
both	face	I	our	still	waves
bowl	fall	in		steps	we
box	fat	into	pair	stone	wearing
boy	father	is	pen	stopped	went
breakfast	feeding	it	people	store	were
bring	finished		picture	street	what
bringing	fish	Jack	plant	sugar	when
brought	fit	just	play		which
but	flower		playing	taking	why
butter	fly	kitchen	pony	talk	wish
by	follow	knee	postman	talking	woman
	for		puppy	tall	work
cap	friend	late	puppies	teacher	world
carpenter	from	left	put	that	would
cars	fruits	less		the	
cat	funny	letters	ran	their	yard
cereal		likes	ready	them	your
chair	garden	little	rides	there	
child	gate	long	right	these	
		looked			





Primary Reading Test--Railley Form B

a	center	game	lamp	paint	table
almost	child	garden	large	painted	tail
am	class	gate	last	picture	take
an	clean	gave	laughed	porch	talk
and	clothes	girl	less	present	talked
any	cloud	girls	let	pull	talking
apple	coal	give	lift	put	taller
apples	color	glad	likes	putting	than
are	coming	glasses	line		the
arm	corn	going	little	quick	their
as	cost	got	live	quickly	them
asleep	count	grass	loading		there
at	cradle	ground	long	ran	they
away		guess	look	reach	thought
	dance		looked	ready	throw
baby	day	had	lost	red	to
back	deep	hand	lots	report	train
baggage	down	happy		right	tree
basket	drink	hard	Mary	robin	truck
beak	dry	has	man	robins	two
bears	dust	hat	meet	road	
bed		he	men	rocks	up
been	each	hear	milk	roof	
bell	early	her	mine	room	valley
better	eat	here	more	run	very
bird	eating	him	morning		village
birds	eggs	home	most	sails	visited
birthday	every	hoped	mother	same	voice
black	fast	hot	mountain	saved	
blew	farm	house	moving	saw	wagon
blown	farmer	how	my	say	walking
book	fast			school	watch
books	faster	I	name	seven	watched
both	father	ice	neither	she	watching
bottom	feet	inches	nest	shoes	was
bought	felt	in	night	show	water
boxes	field	into	no	showed	wave
boy	find	is	not	side	waves
boys	first	island	now	sign	we
brave	flour	it	number	sister	went
broke	flower			sky	were
brothers	flying	Jack	of	slow	wheels
brother's	foot	John	off	slowly	when
building	for		on	smiling	wind
buy	found	keep	one	snow	window
	friend	kept	other	some	wish
called	friends	killed	our	song	wished
can	from	kissed	out	stopped	with
cars	funny			store	woman
cart	furniture			summer	word
					world
					work
					working
					worm





Unit Scales of Attainment  
Grade I (First Half) Form A

all	clock	get	me	save	upon
am	coal	girl	men	saw	us
an	coat	give	milk	say	
and	cock	glad	mine	see	wagon
are	cold	go	more	send	walk
around	cook	gold	mother	sheep	want
at	cool		move	shine	warm
	corn	had	much	ship	was
baby	could	hand		shop	wash
bad	count	hard	neck	show	watch
bag	cross	have	new	six	water
balloon	cup	he	no	smile	wave
banana	cut	head	not	smoke	we
band	cute	hear	now	smooth	week
be		heel		snow	well
bed	dawn	here	of	some	went
been	day	hide	old	soon	what
before	did	him	on	south	wheat
behind	dish	his	once	spoon	wheel
better	do	hold	one	stamp	when
between	dog	hole	our	stand	where
big		home	out	stop	which
bird	each	house	over	store	white
box	ear	hurt	own	stump	who
boy	eat			sun	will
bread	eleven	iron	pack		wing
brick	end		pail	table	with
bring	engine	keep	peel	team	work
broke	enough	key	plant	tear	would
brother	evening	king	play	ten	
brought		knee	pocket	tent	yes
brown	face	knew	point	that	you
brush	father	knock	pole	then	your
build	feel	know	polite	then	
but	fell		pull	they	
by	fence	lamb		this	
	find	lamp	rabbit	ticket	
call	fine	land	rain	time	
can	fire	lark	ran	to	
cap	fish	leaf	read	took	
carry	five	left	red	top	
cat	flag	let	ring	train	
change	floor	like	rock	tramp	
chap	flower	lock	room	trouble	
chase	fly	look	round	turkey	
cheese	food	love	run	turn	
chimney	four			turtle	
chip	fox	make	said		
chop	from	man	sail	under	
choose		may	sand	up	





Unit Scales of Attainment  
Grade I (First Half) Form B

about	chair	got	moon	sheep	us
all	clean	green	more	show	
always	climb	ground	mother	side	walk
am	clock		my	six	warm
an	close	had		sleep	was
are	cluck	have	name	slide	wash
around	coat	head	near	soon	watch
as	color	here	nest	spin	water
ask	comb	hide	never	spoon	we
at	come	home	new	spot	went
ate	cried	hood	night	spring	what
	cries	hop	noon	stays	wheat
baby		horn	not	stood	wheel
back	day	hot		stool	when
bank	did	house	of	stop	where
bark	dog	how	on	sun	which
barn	duck		once		white
bed		ice	one	tack	who
been	each		open	take	wigwam
bell	eagle	keep	over	teach	will
best	ear	kick	out	team	wind
better	earth	kill		tear	window
big	easy	kind	park	ten	wing
bill	eat	kiss	part	tent	winter
bird	eye	kite	peck	that	work
bite		kitten	play	them	write
black	face	knock		then	
blew	father	know	rain	there	
bloom	feet		rake	they	
book	fire	lake	reach	this	
box	first	lamb	read	tick	
boy	fish	letter	red	tie	
bread	flew	lie	rest	to	
brick	flies	light	ribbon	too	
bridge	found	like	right	top	
bright	free	listen	rock	track	
bring	friend	little	roof	train	
brook	frighten	look	room	tree	
broom	frog	low	roost	trees	
brother	from	lunch	root	trim	
brush	fruit		rubber	truck	
butter	funny	make	run	twelve	
by	fur	man		twice	
		march	saw	twigs	
call	get	mark	says	twins	
can	girl	market	school	two	
cap	give	may	see		
carry	glad	me	seed	under	
cat	goat	men	shall	up	
catch	gold	milk	she	upon	





Unit Scales of Attainment  
Grade I (Last Half) Form A

a	bricks	down	hold	must	roof
afraid	bright	drive	hole		room
all	bring	drown	home	near	root
an	brook		horn	neat	rope
among	brother	each	horse	new	rose
an	brown	eating	hour	noon	round
and	build	eleven	house	nothing	running
animal	butter	enemy	hunt	now	
are		evening	hurry	nut	safe
around	cage	everybody	hurt		said
asleep	can		hut	of	sand
at	candle	falling		on	sat
awake	canoe	farm	I	once	saw
away	car	father	ice	one	school
a	carry	fellow	in	only	see
baby	cart	field	invite	outside	second
back	cat	find	is	over	send
bag	catch	finger	it		sew
ball	certain	fire		parade	shook
balloon	chair	first	jumping	park	shop
banana	check	five		pear	should
bark	chicken	flag	king	pie	sing
barn	child	floor	kite	piece	singer
beads	children	flow		pink	six
beans	<del>class</del>	flower	lamb	place	skate
bear	climb	fly	land	plant	sleep
beat	cloudy	fold	laugh	play	slide
bed	clover	follow	leaf	playing	slow
been	cold	food	learn	plum	snow
before	cook	foot	left	police	soft
began	corn	found	letter	pony	some
behind	corner	four	light	poor	something
bell	could	from	line		soon
below	count		little	queen	spoon
beside	cow	gets	live		square
better	crack	glad	load	race	stairs
between	cream	goat	loaf	rain	star
big	crow	gold		rake	stars
bird	crown	grow	Mary	rat	start
birds	crying		me	read	stay
bite		hall	meat	red	stile
blocks	danger	hand	men	rich	stood
blow	dark	hard	mice	ride	stop
book	dawn	has	milk	riding	store
bottle	day	have	monkey	ripe	stories
bowl	dead	heard	month	river	story
box	deep	heel	moon	road	stove
boy	did	hide	mother	rock	street
bread	divide	hill	mouse	rocking	string
brick	dog	his	much	roll	sudden





Grade I (Last Half) Form A

sun  
sunshine  
sweater  
swim  
swing

table  
tame  
tells  
ten  
that  
the  
them  
they  
this  
thread  
time  
to  
took  
top  
train

under  
up  
us

wagon  
walk  
wall  
warm  
water  
we  
well  
what  
wheat  
when  
where  
which  
white  
why  
wild  
will  
winter  
with  
woman  
work  
would





Unit Scales of Attainment  
Grade I (Last Half) Form B 337

a	boys	face	how	new	several
about	bread	falling	hundred	night	shake
afraid	broom	far	hungry	noon	shall
against	brother	feet	hunt		she
airplane		fellow	hurry	of	sheep
all	cage	fence	hurt	off	shells
almost	came	fire	hut	on	ship
alone	camp	fish		once	show
always	can	flow	ice	one	sick
am	candle	flower	in	open	since
an	cap	follow	instead	over	six
and	card	found	is		skate
animal	carry	fox	it	pail	skip
another	cart	friend	its	park	slow
are	cat	fun		pear	small
around	cents	funny	jumping	pen	smells
as	cheese			piece	smiles
ask	chimney	geese	keep	place	snow
asleep	clay	get	kid	plant	snowman
at	clean	girl	kind	play	soap
ate	climb	give	king	playing	soldier
automobile	close	gives	knife	plow	some
awake	cloud	got	know	pole	something
away	cloudy	green		pond	soon
	collar	gruff	lady	pony	sound
baby	color	ground	land	porch	soup
ball	corn	gun	large		spider
bar	cost		learns	queen	spins
beads	cow	had	leave		square
beans	crow	hall	letter	rabbit	equirrel
bed	crown	handle	lost	rain	stage
been	crying	has	low	rake	stairs
before		have	lunch	rat	stake
behind	did	hay		red	stale
bell	dish	he	mail	rest	stamp
beside	dog	head8	man	right	stand
best	door	heard	Mary	roof	star
big	doors	heat	me	room	start
birds	down	heel	meal	rope	state
birthday	dress	here	mice	round	stay
blocks	drinks	hid	moon	run	stays
blows		hill	mother	running	stone
blue	each	his	much		stood
board	ear	hole	my	Santa Claus	stool
bone	eat	home		same	stop
book	eating	honey	nail	say	store
books	eight	hop	name	school	stove
bowl	end	horn	near	second	string
box	enough	horse	nest	see	sun
boy	eye	house	never	sells	





Grade I (Last Half) Form B

table	who
ten	will
tent	wind
that	windows
the	wish
them	wood
then	woods
there	
these	
they	
this	
those	
thousand	
three	
to	
too	
top	
track	
train	
tramp	
tree	
trees	
truck	
twelve	
twenty	
two	

umbrella  
under  
up  
us

wade  
wake  
walk  
warm  
was  
wash  
watch  
water  
wave  
we  
weave  
web  
what  
wheat  
when  
where  
which  
white





# Unit Scales of Attainment

## Grade II (First Half) Form A

a	calf	earth	goat	learn	of
about	came	earthen	gray	leaves	old
afraid	can	easier	green	left	on
after	cannot	easily	grow	letter	once
afternoon	cat	easy		light	one
air	certain	east	had	lights	only
all	chased	eastern	has	liked	or
along	chasing	eat	he	likes	out
am	check	eating	hears	listening	outside
among	cheese	eleven	Helen	little	over
an	chicken	emperor	help	lived	
and	child	empire	her	lives	parade
animal	Christmas	employ	his	low	park
apple	church	empty	hole		paw
are	climb	enemy	home	make	pear
as	clouds	evening	horse	man	Peter
at	cocoon	everybody	hour	Mary	piece
ate	cold		house	massacre	pig
away	colors	fall	hungry	me	pink
	come	farm	hunting	meagre	place
black	common	fast	hurry	meander	plant
blossoms	could	father		measles	play
boat	coupon	fed	implore	measure	playing
body	course	fell	in	meat	pleasure
bought	cousin	fellow	inch	nice	plum
bowl	cow	few	ink	milk	police
box	creeps	field	inside	minute	pony
boy	cross	fine	into	moment	poor
boys	crying	finger	invite	month	puppy
bread		fire	is	moon	
bridge	danger	first	it	morning	rabbit
bright	dark	fish		mostly	rabbits
bring	day	fleecy	Jack	mother	race
brother	deep	floor	Jane	motion	rains
brothers	did	flow	John	mouse	ran
brought	dig	flowers	John's	mountain	ready
brown	dirty	fly	just	much	red
buds	divide	fold		must	regardless
bug	do	follow	kind		register
bugs	dog	for	kite	neat	regret
build	doll	forenoon	kitten	new	regulate
burn	donkey	found	knock	night	regular
bush	door	fox	know	no	reindeer
busy	down	frog		noise	road
butter	drive	from	lady	noon	rock
but	dug	full	lamb	not	roof
buy	dwarf		land	nothing	rose
buzz		garden	large	nut	roses
by	eagle	girl	laugh		run
	early	go	leaf	oak	rushed





Grade II (First Half) Form A

sail	table	when
saved	take	where
scared	teach	which
school	that	white
sea	the	who
second	them	why
see	then	wicked
sees	these	wide
sell	they	wife
send	this	will
she	thought	wind
shine	through	winter
shop	tiny	with
short	to	wolf
should	today	woman
shout	told	wrong
shut	tonight	
sing	torch	yard
singer	torn	yellow
sister	train	youngest
sister's	traveler	
sisters	traverse	
six	treacherous	
sky	treasure	
sleepy	tree	
slide	trees	
small	truck	
smell	turn	
snail		
so	uncle	
Spot	under	
spring	up	
squirrels	us	
star		
stars	very	
start		
stood	wall	
stop	want	
store	wanted	
story	wants	
straw	warm	
string	was	
strong	water	
such	we	
sudden	well	
summer	went	
sun	were	
sunshine	whale	
swim	what	
	wheat	





Unit Scales of Attainment  
Grade II (First Half) Form B

a	bold	courtesy	fish	house	master
about	book	courtier	flew	how	me
across	boots	cousin	flow	huddle	mice
afraid	bought	cow	flowers	hundred	mile
after	boy	credulous	flying	hungry	mill
afternoon	brother	cross	follow	hunting	minute
against	brown	crow	for		moment
all	bugs	crusade	forenoon	in	month
almost	bundle		forest	inn	morning
alone	but	dark	fox	instead	mostly
am	buttercup	daughter	friend	into	mother
an	by	deer	frighten	is	mother's
and		did	frog	it	motion
animal	cabbages	different	from	its	mountain
another	cake	dish	fun		much
anybody	calf	divide	funny	Jane	
anything	called	do		Jane's	name
apple	calls	dog	garden	jay	Ned
are	came	donkey	geese	John	Ned's
around	can	dress	get	John's	new
asleep	candle	drum	gets		night
at	car	dry	girls	keep	noise
away	carrots	duck	go	keeps	noon
	cat		grandfather	kind	not
baby	cave	each	grandfather's	king	nothing
ball	chased	eagle	gray	kitten	
barn	cheese	ear	green	kittens	oak
bassal	cherries	early	grows	knife	of
be	cherry	earthen	gruff		old
bear	chicken	eastern		lake	on
became	children	easily	had	land	once
because	chickens	eat	hammer	large	one
become	chipmunks	eating	handle	learned	orange
bed	choice	eats	happy	leaves	over
bees	choose	eight	has	left	out
beets	chosen	elephant	hat	legs	owl
before	chorus	end	he	like	
began	church	enough	heard	likes	park
behind	circus	everything	Helen	listening	particle
big	class		hen	little	peach
bigger	clay	face	her	live	pear
Billy	coat	fall	higher	lives	pen
birds	cocoon	far	highest	lonely	pets
birthday	colors	farthest	hills	longest	picture
black	come	father	his	looks	piece
blackbird	common	father's	hole	lunch	pig
blanket	corn	fellow	home	march	pirate
blew	coupon	felt	honey	marched	pitcher
blossoms	courage	fields	hops	marching	place
blue	course		horse		plants





Grade II (First Half) Form B

play	see	tame	went
playing	seen	that	were
pleasure	several	the	wet
plow	shake	their	what
plum	shall	them	when
pony	sheep	then	where
potatoes	ship	there	which
presence	shoes	these	while
present	sick	they	white
priceless	since	think	who
princess	sister	this	whole
process	six	those	whose
promise	skate	thought	win
pumpkins	skip	thousand	wind
puncture	slow	tiny	wish
puppies	small	tired	with
puppy	smell	to	won
	smile	toy	wonder
quickest	smith	traveler	woods
	smock	traverse	word
rabbit	smoke	treacherous	world
rabbits	smooth	treasure	worms
race	so	tree	would
radishes	some	tricks	wren
rain	sound	trip	wrote
raises	speak	tulips	
raisin	spill	turkey	yellow
rake	spot	turn	you
Ralph	spring	two	youngest
ran	squirrels		
ransom	stage	umbrella	
reason	stake	uncle	
reckon	stale	under	
red	star	up	
rest	start	us	
right	state		
ring	stay	valorous	
road	stile	variable	
robin	still	variety	
room	stood	various	
run	store		
rushed	story	want	
	straightest	wanted	
sad	strong	was	
safe	sugar	wash	
same	summer	water	
save	sunshine	wave	
saw	supper	we	
scared	sweet	wear	
school		well	
season			
second			





Unit Scales of Attainment  
Grade II (Last Half) Form A

a	brown	display	funny	kind	odor
about	buds	disturb		kitten	of
above	bug	do	garden	know	often
abundance	bunch	dog	get		old
adventure	bush	doll	girl	lady	on
afraid	but	donkey	go	large	once
after	by	door	goat	leaves	one
afternoon		down	grab	lift	or
air	claf	dug	grateful	light	out
alarm	calm	dull	gray	lights	over
all	came	dwarf	green	likes	
almost	can		grove	listening	pair
alone	cannot	earth	grow	little	parcel
along	cat	eat		lived	part
an	cattle	eating	had	lives	Peter
and	chase	enemy	halt	locate	pig
animal	chased	enough	harsh	lofty	pile
apart	chasing	escape	has	look	pink
apple	cheese	every	he	luck	place
are	chirp	expect	hears		plant
around	Christmas	expensive	Helen	made	play
as	church	extend	help	make	playing
at	clever		her	man	plenty
ate	clouds	faithful	herd	Mary	pony
await	cold	fall	his	mend	prepare
away	color	far	hole	mention	profit
	colors	fast	home	new	prove
baby	come	father	hope	mild	provoke
balance	comic	favorite	horse	milk	pull
bark	conquer	field	horses	moon	punish
bed	cow	find	house	more	puppy
been	crash	fir	humble	morning	push
before	creeps	fire	hungry	most	
behold	crooked	fish	hunting	mostly	quantity
big	cross	flame		mother	quiet
bird	crying	flavor	in	mouse	
birds	cure	fleecy	include		rabbit
black	curious	fleet	inside	narrow	rabbits
blaze	cut	float	instead	neat	rains
blossom		flock	into	new	ran
boat	dark	floor	invent	night	rash
borrow	day	flower	is	no	ready
box	defeat	flowers	it	noise	red
boy	delight	for		none	reform
boys	deliver	forenoon	Jack	not	regain
breeze	deny	forsake	Jane	nothing	repair
bridge	depart	fox	John	nut	restore
brother	did	frog	John's		result
brothers	dig	from	joke	oak	reward
	dine	full	just		rose





Grade II (Last Half) Form A

roses	struggle	useful
rough	summer	usual
run	sun	
rushed	sunshine	very
	sure	
sacred	swell	want
sad	swim	wanted
saved		wants
scared	table	was
school	take	water
sea	taste	weary
sees	team	went
several	tend	were
shadow	than	whale
she	that	what
shine	the	when
short	them	where
shove	then	which
shrink	these	whistle
silence	they	white
sing	thief	who
single	thin	whole
sister	thing	wicked
sister's	things	wide
sisters	this	will
sky	through	wisdom
sleepy	throughout	with
slender	tight	witness
small	times	wolf
smell	tiny	worship
smooth	to	worthy
snail	today	
snatch	together	yard
so	told	yellow
some	top	young
something	train	youngest
special	trample	
split	travel	
Spot	tree	
spring	trees	
squirrels	trifle	
stain	trouble	
stars	trust	
startle	turn	
stay	twice	
stood	two	
stop		
store	uncle	
story	under	
strict	up	





Unit Scales of Attainment  
Grade II (Last Half) Form B

a	blossoms	cross	faithful	having	lake
able	blue	crow	fall	he	land
about	bold	cry	familiar	heard	large
absent	book	cure	farthest	Helen	laugh
across	boots		father	helpless	learned
afraid	bought	dark	father's	hen	leaves
after	boy	deceive	feeble	her	left
afternoon	brother	decrease	feel	hide	legs
all	brown	deer	feels	higher	let
allow	bugs	defend	felt	highest	lift
an	bundle	dense	fields	hills	light
and	busy	describe	fish	his	like
angry	but	did	flatter	hole	likes
anxious	by	difficult	fleet	hollow	listening
apple		disappear	flew	home	little
appoint	cabbages	discourage	flowers	honey	live
are	cake	display	flying	hops	lives
around	calf	dismiss	for	horse	lofty
arrive	called	discuss	forenoon	house	lonely
ask	calls	do	forest	how	longest
at	came	dog	forget	humble	looks
attempt	capture	doing	fortunate	hungry	luck
away	careless	done	fright	hunting	
	carrots	donkey	frog	hurt	made
baby	cat	doubtful	from		make
bad	cattle	drop	funny	ideal	manage
balance	cease	drum	furnish	imitate	march
ball	center	dry		improve	marched
bark	change	duck	garden	in	marching
barn	chased	duty	get	injure	master
be	cherries		gets	inn	mew
bear	cherry	eagle	girls	into	middle
became	chicken	early	gloom	invent	mistake
because	chickens	easily	go	invite	morning
bees	children	easy	graceful	is	most
beets	chipmunks	eat	grandfather	it	mostly
beggard	chirp	eating	grandfather's	its	mother
began	church	eats	gray		mother's
better	circle	edge	green	Jane	
big	circular	elephant	grows	Jane's	near
bigger	circus	else	guard	jay	Ned
Billy	clasp	enclose		jealous	Ned's
bird	coat	endless	had	John	new
birds	colors	enemy	happening	John's	night
birthday	come	enlarge	happy		no
black	contain	enough	hardy	keeps	noble
blackbird	cow	escape	has	kind	noise
blanket	cows	every	hasten	king	none
blew	crave	examine	hat	kitten	noon
blind	crooked	excite	have	kittens	not





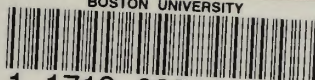
Grade II (Last Half) Form B

oak	ran	sufficient	vanish
of	rare	sugar	very
often	red	summer	
old	reasonable	sunshine	wait
on	resemble	supper	wander
once	ring	surface	want
one	risk	surprise	wanted
orange	road	surrender	warrior
out	robin	sway	was
over	room		watch
overcome	rough	tailor	watchful
overtake	round	tame	water
owl	ruin	team	weak
	run	tell	wear
package	rushed	thankful	weary
pair		that	went
peach	sad	the	were
pear	saw	their	wet
permit	say	them	what
pets	scared	then	when
pig	school	these	where
pity	see	they	which
plants	send	think	while
play	shift	this	whistle
playing	shoes	thought	white
pledge	shove	tiny	whose
plum	silence	tired	win
pony	simple	to	wind
potatoes	sing	toy	wise
praise	sister	tramp	with
present	small	tramps	won
prevent	smaller	tree	woods
prompt	snatch	trees	worms
proof	so	tricks	worse
provoke	soldier	trip	would
pull	solid	true	wren
pumpkins	some	tulips	wrongly
punish	something	tumble	
puppies	sorry	turkey	yellow
puppy	spend	turn	you
push	spoil	two	youngest
	spring		youth
quickest	squirrel	uncle	
	squirrels	under	
rabbit	stood	unfortunate	
race	stop	unjust	
radishes	store	unlike	
rain	story	up	
raises	straightest	useful	
Ralph	strong	usual	





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